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ABSTRACT

This report presents data from the 1999-2000 Detroit Public Schools Class-Size Reduction (CSR) Program Teacher, Administrator, and Parent Survey. The CSR Program promoted district-wide opportunities to reduce class size in grades 1-3. Thirty schools received from 3-15 additional teachers in order to reduce class size to a 17:1 teacher-student ratio. Over-enrolled schools implemented team-teaching to reduce teacher-student ratios. Survey items examined respondents' perspectives on the effectiveness of the CSR Program on student learning, professional development, and teacher-student support. The CSR program was well-received by all three groups. Over half of CSR teachers had previously taught in grades K-3, and 66.7 percent had team taught in the same classroom but with different students. Over half of teachers and administrators agreed that student achievement and teacher morale improved as a result of CSR. Nearly 40 percent of teachers felt better about the effectiveness of parent contacts. All three groups appreciated that CSR resulted in individualized instruction, decreased discipline problems, and better monitoring of student progress. Problems did arise as a result of CSR, which included classroom space, wall separations, and new teachers hired without proper training. Six appendixes present the three surveys and teacher, administrator, and parent survey responses. (SM)

**The
Class – Size Reduction Program
PL 105-277
1999-2000
Evaluation**

**Regina Thomas, Ph.D.
Evaluator**

**OFFICE OF RESEARCH, EVALUATION AND ASSESSMENT
DIVISION OF CURRICULUM AND INSTRUCTION
DETROIT PUBLIC SCHOOLS**

June, 2001

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PROGRAM FACTS

Name of Program	:	Class-Size Reduction Program, PL 105-277
Funding Source	:	Federal Funds under Title VI of the Elementary and Secondary Education Act of 1965, Section 307.
School Year	:	1999-2000
Program Description	:	<p>The Detroit Public School's Class-Size Reduction Program was designed to assure a district-wide opportunity to reduce class size in Grades 1-3. A total of thirty schools were identified from four constellations for the Class-Size Reduction Program. Within each constellation, elementary schools were selected according to academic need based on 1998-99 test scores, past identification of academic problems, and overenrolled or underenrolled status.</p> <p>Each school identified received from 3 to 15 additional teachers, depending on need, in order to reduce class size in the 1st, 2nd and 3rd grade. The target goal was a 17 to 1 student-teacher ratio. Overenrolled buildings were to implement team-teaching in order to reduce the student-teacher ratio in their classrooms. Buildings that were underenrolled were to assign teachers to single classrooms with an average of 17 students. Students were to be assigned to individual classrooms based on grade level, a prescribed course of study and academic need.</p>
Participants	:	1 st , 2 nd and 3 rd grade elementary school students.
Staffing	:	Selected schools received 3 to 15 additional teachers, per building site, depending on need.

**Number of Sites
In Program**

: 30 schools from four constellations

Chadsey Constellation

- Hanneman
- O.W. Holmes
- Logan
- Priest

Finney Constellation

- Blackwell
- Clark
- Hamilton
- Hanstein
- Hosmer
- Hutchinson
- Keith
- Krolik
- Macomb
- Marquette
- Stellwagen

Northern Constellation

- Courville
- Davison
- Fairbanks
- Foreign Language Immersion
- Loving
- Sanders
- Sherrard
- White

Pershing Constellation

- Atkinson
- Grayling
- Greenfield Park
- Greenfield Union
- Marshall
- Mason
- Van Zile

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THE CLASS-SIZE REDUCTION PROGRAM
PL 105-277
1999-2000 EVALUATION
Regina Thomas, Ph.D., Evaluator

Executive Summary

Purpose and Features of the Program

The Detroit Public School's Class-Size Reduction (CSR) initiative was designed to assure a district-wide opportunity to reduce class size in Grades 1-3. A total of thirty schools were identified from four constellations for the Class-Size Reduction Program. Within each constellation, elementary schools were selected according to academic need based on 1998-1999 test scores, past identification of academic problems, and overenrolled or underenrolled status. Each school identified received from three to fifteen additional teachers, depending on the need to reduce class size in the 1st, 2nd and 3rd grade. The target goal was 17 to 1 student-teacher ratio in each classroom. Overenrolled buildings implemented team-teaching in order to reduce the student-teacher ratio in their classrooms. Buildings that were underenrolled assigned single classrooms with an average of 17 students. Students were assigned to individual classrooms based on grade levels, a prescribed course of study and academic need.

Methodology

Since the Class-Size Reduction (CSR) initiative did not begin until January 2000, the Year 1 (1999-2000) evaluation is formative. Three surveys were developed to survey teachers, parents, and administrative attitudes. A summative evaluation will be conducted in Year 2 (2000-2001) after a full year of CSR implementation. For the evaluation of student achievement, a comparison study will be conducted between a control and experimental group of students the year following the conclusion of grade 3 experience in a CSR classroom. The names of the same students enrolled in grade 3 of the CSR program during the school year 2000-2001 will be used during the 2001-2002 school year when grade 4 MEAP is administered to them. Also, an annual comparison study will be made of students in grades 1-3 small classes and regular sized classes using the Metropolitan Achievement Test (MAT7) beginning the school year 2000-2001.

Findings

Key findings of the survey response data analysis showed that 56.7% of the CSR classroom teachers had previously taught in grades K-3 prior to the 1999-2000 school year. Sixty-six and seven tenths percent of the CSR classroom teachers team-taught with another teacher *two teachers in the same classroom but with different students*. This contrasts to 15.1% of the teachers who team-taught with another teacher but were responsible for the same students, and 18.2% who taught in single classrooms in the CSR Program.

Over 50% of both teachers and administrators agreed that students' time-on-task, students' progress, feedback to students, one-on-one instruction, interaction between teachers and students, and teacher morale were better as a result of CSR. Thirty-nine and five tenths percent (39.5%) of the teachers felt better about the effectiveness of parent contacts, and over forty-seven percent (47.6%) stated that the effectiveness of parent contacts stayed the same. Administrators rated the physical spaces in classrooms as excellent (4.5%), very good (0.0%), good (18.2%), fair (27.3%), poor (9.1%), unacceptable (18.2%), and no answer (22.7%). Similarly, teachers rated

the physical spaces as excellent (8.1%), very good (6.2%), good (20.0%), fair (22.9%), poor (25.2%), unacceptable (14.8%), and no answer (2.9%).

The majority of the parents stated that the effectiveness of Class-Size Reduction on student learning was good or excellent in the areas of student expression (81.7%), social interaction with other students (86.0%), parent involvement at the school level (61.1%), and teacher contacts with parents (78.9%). When asked, "What do you like *best* about CSR?" all three sets of respondents (teachers, parents and administrators) stated individualized instruction, decreased discipline problems, and better monitoring of class/student progress. When asked, "What do you like *least* about CSR" all three sets of respondents (teachers, parents and administrators) stated classroom space, wall separations, and new teachers that were hired without proper training.

Recommendations

Based upon the survey responses from teachers, administrators, and parents involved with the Class-Size Reduction initiative, the following recommendations are listed:

1. Continue with the Class-Size Reduction initiative with necessary revisions and consider suggestions from the teacher, administrative, and parent survey findings.
2. Revise the CSR physical plant environment with greater emphasis on space location, number of teachers in a given classroom, as well as, the number of students in each classroom.
3. The CSR classroom teacher supplies and materials need to be ordered and delivered in a timely fashion for pupil and teacher usage.
4. The CSR classroom teachers need additional professional development emphasizing team-teaching, small group instruction, monitoring process, and interaction with parents.
5. Insure that parents are informed of their children's enrollment and/or participation in the CSR program.

In summary, the Class-Size Reduction program was well received by parents, teachers and administrators. It is recommended that the program should be continued and expanded with program refinement and the implementation of the suggested program recommendations.

Class-Size Reduction Program Evaluation (PL 105-277, Section 307) 1999-2000

Program Description

Signed into law on October 21, 1998, the federal Class-Size Reduction Program (CSR) aim was to bring new and qualified teachers to America's classrooms. The law provided federal funds to local education agencies (LEAs) to reduce class sizes to 18:1 in Grades 1-3. At least eighty-two percent (82%) of the federal funds were to be used to recruit, hire (including salaries and benefits), and train certified classroom teachers. Up to fifteen percent (15%) of the LEAs federal allocation was to be used to test new teachers to meet State certification requirements and provided professional development for existing teachers. No more than three percent (3%) of the funds were to be used for administrative costs. An important component of the Class-Size Reduction Program was its emphasis on helping the achievement of children in poverty.

To assist in the decision-making of the CSR student-teacher ratio, the Detroit Public Schools Office of Grant Procurement reviewed four research studies. The four research studies were: The Tennessee Ratio (or Project STAR) study – three types of classes-small (13-17 students per class), regular (22-25 students per class), and regular with a full-time teacher aide; the CSR program in California – 20:1 student-teacher ratio in grades 1-3; Student Achievement Guarantee in Education – (SAGE) program in Wisconsin – 15:1 student-teacher ratio in grades K-3; and NAEP Central City study – The Council of the Great City Schools – 21-18:1 student-teacher ratio. In a Letter of Understanding between the School District of the City of Detroit and the Detroit Federation of Teachers, it was decided to reduce class size at the Elementary level (Grades 1-3) on an average of seventeen (17) students per teacher. This agreement was signed and put into effect during the 1999-2000 school year.

The Detroit Public School's Class-Size Reduction Program was designed to assure a district-wide opportunity to reduce class size in Grades 1-3. For the school year 1999-2000, a total of thirty schools were identified from four constellations (*Chadsey, Finney, Northern and Pershing*) for the Class-Size Reduction Program (CSR). Within each constellation, elementary schools were selected according to academic need based on 1998-1999 test scores, past identification of academic problems, and overenrolled or underenrolled status.

Each school identified received from 3 to 15 additional teachers, depending on need, in order to reduce class size in 1st, 2nd and 3rd grade. The target goal was 17 to 1 student-teacher ratio in each classroom. Overenrolled buildings implemented team-teaching in order to reduce the student-teacher ratio in their classrooms. Buildings that were underenrolled assigned teachers to single classrooms with an average of 17 students.

Students were assigned to individual classrooms based on grade level, a prescribed course of study and academic need. Students were assigned to classrooms regardless of race, sex or other disability. They were students from the same set of 1st, 2nd and 3rd graders who regularly attended a school.

The special needs population continued including mainstreaming, where appropriate. Class-size reduction funds were not used to reduce the class-size of identified special education classrooms. The focus was on the total building, and not on the selection of individual students.

Methodology

Since the Class-Size Reduction initiative did not begin until January 2000, the Year 1 (1999-2000) evaluation is formative. Three surveys were developed to survey teacher, parent, and administrative attitudes.

The three Class-Size Reduction Surveys (*CSR*) were employed in an attempt to assess the first year (1999-2000) of the CSR implementation process, its effects in classroom instruction, and the quality of schooling in general as it relates to the CSR program. The surveys developed were:

- A Classroom Teacher CSR Survey
- A Parent CSR Survey
- An Administrative CSR Survey

The Classroom Teacher CSR Survey was designed to obtain the perception of teachers who are involved in the CSR Program (*veteran and/or newly hired teachers*). Surveys were distributed at the end of the 1999-2000 school year. Every classroom teacher involved in the CSR program received a survey. The survey contents were designed to assess:

1. The effectiveness of teacher services,
2. The effectiveness of the CSR program on student learning,
3. The effectiveness of professional development, and
4. The effectiveness of support.

The survey results were tabulated and displayed.

The Administrative CSR Survey was designed to obtain the perceptions of principals and/or assistant principals with Class-Size Reduction Program within their buildings. Administrators involved in the CSR program received a survey at the end of the 1999-2000 school year. The survey contents were to gather information from administrators regarding:

1. The effectiveness of the CSR program on student learning within their building,
2. The level of collegiality between classroom teachers and support staff,
3. Cost effectiveness of the CSR program,
4. Space allocation/room availability and/or shortages,
5. The selective process of students for the CSR program, and

6. The classroom equipment and materials.

The survey results were tabulated and displayed.

The Parent CSR Survey was designed to solicit information from a random sample of parents who had students involved in the Class-Size Reduction Program. The survey was sent out at the end of the 1999-2000 school year. Two thousand, two hundred-forty four (25%) of the parents of the children who attended class-size reduction classrooms received CSR surveys. The parent upon receipt of the survey was to return the completed survey directly to the Office of Research, Evaluation and Assessment within the designated time period. The survey contents were designed to gather information from parents regarding:

1. Their level of awareness on the CSR program,
2. Their participation in the CSR program,
3. Their satisfaction with CSR, and
4. Their concerns.

The survey results were tabulated and displayed.

A summative evaluation will be conducted in Year 2 (2000-2001) after a full year of CSR implementation. For the evaluation of student achievement, a comparison study will be conducted between a control and experimental group of students the year following the conclusion of grade 3 experience in a CSR classroom. The names of the same students enrolled in grade 3 of the CSR program during the school year 2000-2001 will be used during the 2001-2002 school year when grade 4 MEAP is administered to them. Also, an annual comparison study will be made of students in grades 1-3 small classes and regular sized classes using the Metropolitan Achievement Test (MAT7) beginning the school year 2000-2001.

Findings

For the school year 1999-2000, thirty Detroit Public Elementary Schools implemented the Class-Size Reduction Program (CSR). Classroom Teacher CSR Surveys were sent to each building so that all 567 CSR classroom teachers were given the opportunity to respond to the survey. Three hundred, forty-one of the 567 CSR teachers were veteran teachers and 226 were newly hired CSR teachers. All 30 administrators (100%) received the Administrative CSR Survey, and 2,244 CSR parents (25% of the CSR parent population) were surveyed.

Classroom Teacher CSR Survey. The data indicated that one or more responses were received from twenty-eight of the thirty CSR elementary schools. Thirty-seven percent (210) of the classroom teacher CSR surveys were completed and returned. One hundred, nine (109) surveys were from veteran teachers (51.9%), 87 surveys were from newly hired teachers (41.4%), 5 surveys were from retired teachers (2.4%), and 9 did not indicate a teacher selection (4.3%). Furthermore, 46 of the total teachers surveyed (21.9%) indicated that they had taught for more than 20 years. Twenty-three (23) had taught between 11 to 20 years (11.0%), 77 had taught between 3 to 10 years (36.7%), 21 had taught between 1 to 2 years (10.0%), 39 were first year teachers (18.6%), and 4 did not answer the question (1.9%). (See Table 1).

TABLE 1
CSR Teaching Experience
1999-2000

Number of Years Taught	Number of Teachers	Percentage
More than 20 years	46	21.9%
11 to 20 years	23	11.0%
3 to 10 years	77	36.7%
1 to 2 years	21	10.0%
First year	39	18.6%
No Answer	4	1.9%
Total Survey Response	210	100.1%*

*Percents may not total 100.0% due to rounding.

According to the survey results, One hundred, nineteen (119) CSR teachers taught Grades K-3 in 1998-1999 (56.7%). Seventeen (17) CSR teachers taught Grades 4-6 in 1998-1999 (8.1%), 33 CSR teachers did not teach in 1998-1999 (15.7%), 7 CSR teachers taught in special education (3.3%), 29 CSR teachers were involved in something else other than teaching last year (13.8%), and 5 did not answer the question (2.4%). The implementation of class-size reduction is currently in 77 Grade 1 classrooms (36.7%), 73 Grade 2 classrooms (34.8%), 57 Grade 3 classrooms (27.1%), and 2 did not answer the question (1.0%). The majority of teachers surveyed indicated that their current student-teacher ratio was from 14 to 18 students to one teacher. Nineteen (19) CSR teachers had a 14:1 ratio (9.0%), 31 CSR teachers had a 15:1 ratio (14.8%), 29 CSR teachers had a 16:1 ratio (13.8%), 35 CSR teachers had a 17:1 ratio (16.7%), and 20 CSR teachers had a 18:1 ratio (9.5%). (See Table 2).

TABLE 2
Students Enrolled in CSR Classrooms
1999-2000 Survey Responses

Student-Teacher Ratio	Number of Classes	Percentage of Classes
11:1	2	1.0%
12:1	6	2.9%
13:1	5	2.4%
14:1	19	9.0%
15:1	31	14.8%
16:1	29	13.8%
17:1	35	16.7%
18:1	20	9.5%
19:1	8	3.8%
20:1	2	1.0%
22:1	2	1.0%
24:1	6	2.9%
26:1	5	2.4%
27:1	2	1.0%
28:1	9	4.3%
29:1	9	4.3%
30:1	4	1.9%
31:1	4	1.9%
32:1	2	1.0%
Other	7	3.4%
No Answer	3	1.4%
Total	210	100.4% *

**Percents may not total 100.0% due to rounding.*

For the school year 1999-2000, 140 CSR teachers indicated that they were team-teaching with another teacher—*two teachers in the same classroom but with different students (66.7%)*. Sixty-eight (68) CSR teachers said that they were teaching in single classrooms—*one teacher with one group of students (32.4%)*. Two teachers did not respond to the question (1.0%). For classroom facilities, 125 of the CSR classrooms were in regular classrooms (59.5%), 58 CSR classrooms had more than one class in a teaching space (27.6%), 17 were housed in portables (8.1%), 5 were housed in converted spaces—library, stage, and/or a computer lab (2.4%), and 5 teachers did not answer the question (2.4%).

Table 3 contains summary information regarding the percent of Class-Size Reduction (CSR) teacher responses to *the effectiveness of class size reduction on student learning*. From these findings, over 50% of the teachers rated the below listed areas as better.

- Student time-on-task (50.5%)
- Monitoring student progress (78.1%)
- Providing feedback to students (70.5%)
- Small-group instruction (72.4%)
- One-on-one instruction (74.3%)
- Manipulation (56.7%)
- Intervention strategies (58.1%)
- Enrichment strategies (55.7%)
- Student attendance (64.8%)
- Classroom discipline (50.0%)
- Personal interaction between teachers and students (66.2%)
- Teacher morale (55.2%)
- Effectiveness of teaching planning and preparation (56.7%)
- Paperwork and record-keeping (56.7%)
- Affect on student reading (53.8%)
- Affect on student mathematical skills (54.3%)

Thirty-nine and five tenths percent (39.5%) of the teachers felt better about the effectiveness of parent contacts, and over forty-seven percent (47.6%) stated that the effectiveness of parent contacts stayed the same.

TABLE 3
Class - Size Reduction Teacher Survey Response to
The Effectiveness of Class Size Reduction on Student Learning

Subject	Better		Stayed the Same		Worse		Unknown		No Answer	
	N	%	N	%	N	%	N	%	N	%
Student time-on-task	106	50.5	56	26.7	18	8.6	18	8.6	12	5.7
Monitoring student progress	164	78.1	26	12.4	8	3.3	7	3.8	5	2.4
Providing feedback to students	148	70.5	38	18.1	11	3.3	7	5.2	6	2.9
Small group instruction	152	72.4	30	14.3	12	5.7	12	5.7	4	1.9
One-on-one instruction	156	74.3	29	13.8	12	3.3	7	5.7	6	2.9
Use of hands-on activities & manipulative	119	56.7	68	32.4	10	3.3	7	4.8	6	2.9
Intervention strategies	122	58.1	59	28.1	16	3.3	7	7.6	6	2.9
Enrichment strategies	117	55.7	64	30.5	18	2.4	5	8.6	6	2.9

TABLE 3 (Continued)
Class - Size Reduction Teacher Survey Response to
The Effectiveness of Class Size Reduction on Student Learning

Subject	Better		Stayed the Same		Worse		Unknown		No Answer	
	N	%	N	%	N	%	N	%	N	%
Student attendance	136	64.8	40	19.0	21	4.8	10	10.0	3	1.4
Classroom discipline	105	50.0	60	28.6	32	15.2	8	3.8	5	2.4
Social interaction among students	88	41.9	7	37.6	24	11.4	13	6.2	6	2.9
Personal interaction between teachers & students	139	66.2	46	21.9	11	5.2	10	4.8	4	1.9
Teacher morale	116	55.2	45	21.4	27	12.9	16	7.6	6	2.9
Effectiveness of teacher planning and preparation	119	56.7	62	29.5	8	3.8	13	6.2	8	3.8
Paperwork and record-keeping	119	56.7	52	24.8	20	9.5	12	5.7	7	3.3
Quality of contacts with parents	83	39.5	100	47.6	6	2.9	16	7.6	5	2.4
Affect on student reading	113	53.8	76	36.2	10	4.8	0	0.0	11	5.2
Affect on student mathematical skills	114	54.3	77	36.7	4	1.9	0	0.0	15	7.1
Affect on student verbal expression	103	49.0	87	41.4	9	4.3	0	0.0	11	5.2

Table 4 contains summary information of Class-Size Reduction teacher perceptions on the physical plant environment of the CSR classrooms. Teachers rated the physical space of their classrooms as excellent (8.1%), very good (6.2%), good (20.0%), fair (22.9%), poor (25.2%), unacceptable (14.8%), and no answer (2.9%). The noise level in the classroom was rated as excellent (5.2%), very good (9.0%), good (23.3%) and fair (26.7%), with more emphasis on fair. Furthermore, 17.1% rated the noise level as poor and 16.2% rated it as unacceptable. The teachers' response ratings of the physical arrangement of the CSR classrooms ranged from excellent (5.7%), very good (10.5%), good (23.3%) to fair (25.2%) to poor (22.4%), with more emphasis on fair. Also, 10.5% rated the physical arrangement as unacceptable.

TABLE 4

**Class – Size Reduction Teacher Survey Response to
The Physical Plant Environment of the CSR Classrooms**

Subject	Excellent		Very Good		Good		Fair		Poor		Unacceptable		No Answer	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Physical Space	17	8.1	13	6.2	42	20.0	48	22.9	53	25.2	31	14.8	6	2.9
Noise Level	11	5.2	19	9.0	49	23.3	56	26.7	56	17.1	34	16.2	5	2.4
Physical Environment (arrangement of student desk/ chalkboard set-up)	12	5.7	22	10.5	49	23.3	53	25.2	47	22.4	22	10.5	5	2.4
Physical Facility (student work space/wall separation)	13	6.2	23	11.0	42	20.0	47	22.4	43	20.5	19	9.0	23	11.0

Table 5 contains summary information of Class–Size Reduction teacher perceptions on professional support. The majority of the teacher survey respondents felt that the support given to them either through professional development, administratively or interaction with other teachers was useful.

TABLE 5

Class – Size Reduction Teacher Survey Response to Professional Support

Subject	Useful		More Support Needed		Not Useful		Never Received		No Answer	
	N	%	N	%	N	%	N	%	N	%
Professional Development	89	42.4	43	20.5	39	18.6	34	16.2	5	2.4
Administrative Support	113	53.8	44	21.0	21	10.0	21	10.0	11	5.2
Interaction with Other Teachers	127	60.5	37	17.6	27	12.9	11	5.2	8	3.8

Appendix 1 lists teacher responses to *open-ended questions* about class size reduction. Teachers were asked to state perceptions to the following:

1. What do you like *best* about class-size reduction?
2. What do you like *least* about class-size reduction?
3. What *single change* would best improve the effectiveness of class-size reduction?
4. What *support* do you need to most effectively utilize the 17:1 class size instructional setting?

When given the question “*What do you like best about class-size reduction?*” the findings indicated that the majority of CSR teachers liked:

- The individualized instruction
- The small group interaction
- Better monitoring of class progress
- Less paperwork
- The team-teaching availability – shared responsibility
- The allowance of more time for instruction
- Less discipline problems
- The lower pupil-to-teacher ratio
- Better able to observe academic, social, and emotional growth of students
- Flexibility
- Personal contacts

When given the question “*What do you like least about class-size reduction?*” the findings indicated that the majority of CSR teachers disliked:

- Having to share one classroom with another teacher
- Very limited space or no space at all
- The noise level was distracting while team teaching
- Lack of supplies
- Time-factor-starting the program in mid-year instead of at the beginning of the school year
- Wall separation
- Size of the classrooms when two teachers are in the same room
- Unqualified teachers in the classrooms with very little knowledge – no formal training

When given the question “*What single change would best improve the effectiveness of class-size reduction?*” the findings indicate that the majority of CSR teachers felt changes were needed in:

- Single classrooms with a 17:1 student-teacher ratio for all CSR classrooms
- More in-service training – communication and team building

- More classroom space
- More observations from the administration
- New teachers – in-service on methodology and practical applications
- Proper teacher supplies for all CSR classrooms
- Removal of the wall separations
- More manipulative and hands-on educational items.

When given the question “*What support do you need to more effectively utilize the 17:1 class-size instructional setting?*” the findings indicated that the majority of CSR teachers felt:

- Receipt of classroom supplies in a timely manner
- More in-service on team teaching
- Lesson plan support
- Disciplinary support
- Removal of the wall separation
- More space
- Better furniture and help in room organization – a floor plan
- Substitute service when a team-teacher is absent
- Teacher manuals and practice books
- Advance time for teacher preparation

Administrative CSR Survey. The data indicated that twenty-one of the thirty administrators with the Class-Size Reduction Program in their buildings responded to the survey. Telephone reminder calls were made to the nine administrators who did not respond to the survey to encourage completion. According to the findings, 12 administrators (54.6%) indicated that a total of 31 new CSR classes were opened. Sixteen of the twenty-one administrative responses (72.7%) indicated that a total of 39 new teachers were hired, with 18 hired as first year teachers. In addition to the 39 new teachers 23 veteran teachers were also hired. Administrative responses indicated that 32 CSR teachers were team teaching, and 13 CSR teachers were teaching independently in single classrooms. (See Table 6).

TABLE 6
Building Implementation of the CSR Program
1999-2000

SUBJECT	TOTAL NUMBER OF CSR IMPLEMENTATIONS	NUMBER OF ADMINISTRATIVE SURVEY RESPONSES
CSR Classes Opened	31	12
New Teachers Hired	39	16
First Year Teachers Hired	18	13
Veteran Teachers Hired	23	9
CSR Teachers Team-Teaching	32	12
CSR in Single Classrooms	13	10

According to the survey findings, there was an implementation of 18 grade one classrooms, 19 grade two classrooms, and 18 grade three classrooms. Thirteen administrators indicated that student selection for the CSR program was done through teacher choice (59.1%), seven by random selection (31.8%), six by principal's choice (27.3%), four indicated other (18.2%), and one administrator did not answer the question (4.5%).

Five of the administrators indicated that the CSR Program had been in operation for six months at the time of the survey; nine administrators indicated five months; two indicated four months; four other; and two administrators did not answer the question.

Table 7 contains summary information regarding the percent of administrative perceptions on the effect of class-size reduction on student learning at their schools. Over 50% of the administrators rated the below listed areas as better:

- Student time-on-task (68.2%)
- Monitoring student progress (81.8%)
- Providing feedback to students (72.7%)
- Small group instruction (77.3%)
- One-on-one instruction (77.3%)
- Use of hands-on activities and manipulative (59.1%)
- Intervention strategies (68.2%)
- Enrichment strategies (54.5%)
- Personal interaction between teachers and students (72.7%)
- Effectiveness of teacher planning and preparation (54.5%)
- Affect on student mathematical skills (50.0%)

In addition, administrators were asked about teacher attendance. Fifty-four and five tenths percent responded that the teacher attendance stayed the same and 13.6% responded that teacher attendance was better.

TABLE 7

**Class - Size Reduction Administrative Survey Response to
The Effectiveness of Class Size Reduction on Student Learning**

Subject	Better		Stayed the Same		Worse		Unknown		No Answer	
	N	%	N	%	N	%	N	%	N	%
Student time-on-task	15	68.2	3	13.6	1	4.5	1	4.5	2	9.1
Monitoring student progress	18	81.8	3	13.6	0	0.0	0	0.0	1	4.5
Providing feedback to students	16	72.7	4	18.2	0	0.0	1	4.5	1	4.5
Small group instruction	17	77.3	3	13.6	0	0.0	0	0.0	2	9.1
One-on-one instruction	17	77.3	3	13.6	0	0.0	1	4.5	1	4.5

TABLE 7 (Continued)

**Class - Size Reduction Administrative Survey Response to
The Effectiveness of Class Size Reduction on Student Learning**

Subject	Better		Stayed the Same		Worse		Unknown		No Answer	
	N	%	N	%	N	%	N	%	N	%
Use of hands-on activities & manipulative	13	59.1	4	18.2	1	4.5	2	9.1	2	9.1
Intervention strategies	15	68.2	5	22.7	0	0.0	1	4.5	1	4.5
Enrichment strategies	12	54.5	5	22.7	1	4.5	2	9.1	2	9.1
Student attendance	2	9.1	11	50.0	0	0.0	4	18.2	5	22.7
Teacher attendance	3	13.6	12	54.5	1	4.5	1	4.5	5	22.7
Classroom discipline – Office and/or discipline referrals	8	36.4	9	40.9	1	4.5	0	0.0	4	18.2
Social interaction among students	10	45.5	7	31.8	1	4.5	0	0.0	4	18.2
Personal interaction between teachers & students	16	72.7	0	0.0	1	4.5	1	4.5	4	18.2
Teacher morale	7	31.8	5	22.7	5	22.7	0	0.0	5	22.7
Effectiveness of teacher planning and preparation	12	54.5	6	27.3	0	0.0	0	0.0	4	18.2
Quality of Teacher Contacts with Parents	8	36.4	8	36.4	1	4.5	1	4.5	4	18.2
Affect on Student Reading	10	45.5	6	27.3	1	4.5	0	0.0	5	22.7
Affect on Student Mathematical Skills	11	50.0	6	27.3	1	4.5	0	0.0	4	18.2
Affect on Student Verbal Expression	8	36.4	10	45.5	0	0.0	0	0.0	4	18.2

Table 8 contains summary information of Class-Size Reduction administrative perceptions on the physical plant environment of the CSR classrooms. Administrators rated the physical spaces in classrooms as excellent (4.5%), very good (0.0%), good (18.2%), fair (27.3%), poor (9.1%), unacceptable (18.2%), and no answer (22.7%). Administrators rated the noise level in their CSR classrooms as very good (4.5%), good (27.3%), fair (36.4%), and poor (13.6%), with more emphasis on fair. Not one administrator (0%) felt the noise level was unacceptable. Four and five tenths percent felt that the physical arrangement of the classrooms was excellent and very good, 31.8% rated it as good, 13.6% fair, and the same percentage (13.6%) rated the physical arrangement as unacceptable.

TABLE 8

**Class – Size Reduction Administrative Survey Response to
The Physical Plant Environment of the CSR Classrooms**

Subject	Excellent		Very Good		Good		Fair		Poor		Unacceptable		No Answer	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Physical Space	1	4.5	0	0.0	4	18.2	6	27.3	2	9.1	4	18.2	5	22.7
Noise Level	0	0.0	1	4.5	6	27.3	8	36.4	3	13.6	0	0.0	4	18.2
Physical Environment (arrangement of student desk/ chalkboard set-up/student work space/ and wall separation)	1	4.5	1	4.5	7	31.8	3	13.6	2	9.1	3	13.6	5	22.7

According to the 21 CSR building administrators who responded to the survey, the findings indicated that six of the 30 CSR schools were involved in Schools of the 21st Century-Anneberg, as well as, the Class Size Reduction Program (27.3%). A small percentage of the CSR schools were involved in Comer (9.1%), Core Knowledge (4.5%), Microsociety (4.5%), and Talent Development (9.1%). (See Table 9).

TABLE 9

**School Involvement of Other Initiative
Along with Class-Size Reduction
1999-2000**

Title of Initiative	Number of Responses	Percentage
ATLAS Communities	0	0.0%
Comer	2	9.1%
Co-NECT	0	0.0%
Core Knowledge	1	4.5%
Lightspan	0	0.0%
Microsociety	1	4.5%
Middle Start	0	0.0%
Schools of the 21 st Century	6	27.3%
Talent Development	2	9.1%
No Answer	10	45.5%
Total	22	100.0%

Appendix 2 lists administrative responses to *open-ended questions* about class size reduction. Administrators were asked to state perceptions to the following:

1. What do you like *best* about class size reduction?
2. What do you like *least* about class size reduction?
3. What *single change* would best improve the effectiveness of class size reduction?
4. What *effect* has class size reduction had on you as a building administrator?
5. What *teacher support service* have you given to your teachers involved in class size reduction?

When given the question “*What do you like best about the class-size reduction program?*” The findings indicated that the majority of administrators liked:

- Individualized instruction
- Decreased discipline problems
- CSR allowed teachers to team-teach and plan more effectively
- Better utilization of time by teachers

When given the question “*What do you like least about the class-size reduction program?*” The findings indicated that the majority of administrators disliked:

- Lack of classroom space
- New teachers without proper training – especially in classroom management and child psychology
- Not enough physical space

When given the question “*What single change would best improve the effectiveness of class-size reduction?*” The findings indicated that the majority of administrators felt CSR:

- Had a lack of qualified teachers – Hire certified teachers
- Training needed – Professional Development especially for new teachers
- More space
- One teacher per classroom – If teachers are to share a classroom and team teach, than team teaching in-service must be available as soon as possible.

When given the question “*What effect has CSR had on you as a building administrator?*” The findings indicated that the majority of administrators felt CSR:

- Increased the administrators workload
- More teachers to monitor, more lesson plans to read and more people to schedule into an already tight schedule.
- Decrease in office referrals
- Produced manageable classroom numbers

- Dress code – Helping the new teachers hired for CSR to develop proper attire for the classroom.
- More complaints by CSR teachers – Supplies/Materials, physical space
- Improvement of staff morale

At the local building level, the CSR administrator had supported the class-size reduction teachers by:

- Making provisions for staff to attend in-service (in and out of the building)
- Assigning mentors
- Conducting team conferences
- Allowing time for newly hired CSR teachers to observe other colleagues
- Conducting individual sessions with teachers

Parent CSR Survey. Two thousand, two hundred, forty-four (25%) of the parents of the children attending class-size reduction classrooms received CSR surveys. A total of 208 parents responded to the survey. This represents a response rate of 8.8%.

Parents indicated that their children were enrolled in a CSR Grade 1 classroom (28.8%), 67 students were enrolled in a CSR Grade 2 classroom (32.2%), 64 students were enrolled in a CSR Grade 3 classroom (30.8%), 11 parents said other (5.3%), and 6 parents did not answer the question (2.9%).

Table 10 contains background information from the parents on what school their child was enrolled in during the 1999-2000 school year.

TABLE 10
Parent Responses of
Class – Size Reduction Student Enrollment

Name of School	Actual Number of Parent Survey Responses	Percentage of Parent Survey Responses
Davison Elementary	19	9.1%
O. W. Holmes Elementary	19	9.1%
Grayling Elementary	18	8.7%
Priest Elementary	15	7.2%
Courville Elementary	12	5.8%
Fairbanks Elementary	12	5.8%
Greenfield Union Elementary	10	4.8%
Sanders Elementary	10	4.8%
Greenfield Park Elementary	9	4.3%
Loving Elementary	9	4.3%
FLICS	8	3.8%
Logan Elementary	7	3.4%

TABLE 10 (Continued)

**Parent Responses of
Class – Size Reduction Student Enrollment**

Name of School	Actual Number of Parent Survey Responses	Percentage of Parent Survey Responses
Hutchinson Elementary	6	2.9%
White Elementary	6	2.9%
Clark Elementary	5	2.4%
Hanneman Elementary	5	2.4%
Hosmer Elementary	5	2.4%
Sherrard Elementary	5	2.4%
Stellwagen Elementary	4	1.9%
Van Zile Elementary	4	1.9%
Marquette Elementary	3	1.4%
Hamilton Elementary	2	1.0%
Mason Elementary	2	1.0%
Other	4	1.9%
No Answer	9	4.3%
Total	208	99.9%*

**Percents may not total 100.0% due to rounding.*

One hundred, seven parents (51.4%) indicated that they had children currently enrolled in a classroom in which class size had been reduced to 17 students or fewer per teacher, 57 said “no” (27.4%), 42 did not know (20.2%), and 2 parents did not answer the question (1.0%).

According to the survey findings, 84 parents (40.4%) indicated that their child had two teachers in the same classroom, with each teacher individually teaching to a different group of students. Sixty-one parents (29.3%) said that their child had two teachers in the same room team teaching, sixty-one parents (29.3%) said that their child had one teacher in a single classroom teaching their child, and two parents (1.0%) did not answer the question. One hundred, sixty-five parents (79.3%) indicated that their child was not enrolled in a classroom that included more than one grade level, in other words, a multi-grade combination class; twenty-eight did not know (13.5%), 14 said “Yes” (6.7%); and one indicated no answer (0.5%).

One hundred, fifty-nine parents felt their child’s reading ability increased in achievement as a result of the CSR program (76.4%), forty felt reading achievement was not increased (19.2%), four parents did not know (1.9%), and 5 parents did not answer the question (2.4%). One hundred, fifty seven parents (75.5%) felt their child’s mathematical ability increased in achievement as a result of the CSR program, thirty-eight (18.3%) felt mathematics achievement did not increase, six parents did not know (2.9%), and 7 parents did not answer the question (3.4%). One hundred, thirty-four parents felt that their child liked school very much (64.4%), sixty parents felt that their

child somewhat liked school (28.8%), seven parents felt their child somewhat disliked school (3.4%), two parents felt that their child disliked school very much (1.0%), and five parents did not answer the question (2.4%).

Table 11 contains summary information regarding parent perceptions on *the effectiveness of the Class-Size Reduction Program on student learning*. Seventy one and six tenths percent (71.6%) of the parents responded that their child's grades (progress in school), as well as, interest in learning were excellent or good since entering into the class-size reduction program. In addition, the majority rated the below list as excellent or good:

- Student expression (81.7 %)
- Social interaction with other students (86.0%)
- Parent involvement at the school level (61.1%)
- Teacher contacts with parents (78.9%)

TABLE 11

**Class – Size Reduction Parent Survey Responses
to the
Effectiveness of Class – Size Reduction on Student Learning**

Subject	Excellent		Good		Fair		Poor		No Answer	
	N	%	N	%	N	%	N	%	N	%
Student Expression	84	40.4	86	41.3	28	13.5	5	2.4	5	2.4
Child's Grades (Progress in School)	88	42.3	61	29.3	37	17.8	17	8.2	5	2.4
Social Interaction with Other Students	71	34.1	108	51.9	18	8.7	6	2.9	5	2.4
Child's Interest in Learning	101	48.6	72	34.6	24	11.5	5	2.4	6	2.9
Parent Involvement at the School Level	48	23.1	79	38.0	55	26.4	19	9.1	7	3.4
Teacher Contacts with Parents	75	36.1	89	42.8	28	13.5	12	5.8	4	1.9

Appendix 3 lists parent responses to *open-ended questions* about class-size reduction. Parents were asked to state perceptions to the following:

1. What do you like *best* about class size reduction?
2. What do you like *least* about class size reduction?
3. Additional parent comments.

The parent responses to “*What do you like best about class-size reduction?*” was similar to that of teachers and administrators:

- Small group – study groups
- Individual instruction
- More attention to the student
- Higher quality of education
- My child has an ability to speak with his teacher more – increased communication
- Improved learning skills
- Less discipline problems
- Closer interaction with the teacher

The majority of the parents surveyed when asked “*What do you like least about class-size reduction?*” indicated “Nothing or No Negative Comment”. Many responded with:

- Separate the classrooms
- Too many distractions caused by two teachers in the same classroom
- Wall separations
- Children are housed too close together – No classroom space

Parents had additional comments about class-size reduction. They felt that the CSR program should:

- Have started at the beginning of the school year 1999-2000 instead of mid-year
- Expand the program to the entire teaching staff at the elementary level
- Excellent Idea
- Great concept
- Team teaching is not one teacher teaching in the morning and the other in the afternoon.

Conclusions

For the school year 1999-2000, the Class-Size Reduction (CSR) initiative was implemented in thirty (30) elementary schools identified from four constellations:

1. Chadsey Constellation
 - Hanneman
 - O.W. Holmes
 - Logan
 - Priest

2. Finney Constellation
 - Blackwell
 - Clark
 - Hamilton
 - Hanstein
 - Hosmer
 - Hutchinson
 - Keith
 - Krolik
 - Macomb
 - Marquette
 - Stellwagen
3. Northern Constellation
 - Courville
 - Davison
 - Fairbanks
 - Foreign Language Immersion
 - Loving
 - Sanders
 - Sherrard
 - White
4. Pershing Constellation
 - Atkinson
 - Grayling
 - Greenfield Park
 - Greenfield Union
 - Marshall
 - Mason
 - Van Zile

These schools were selected based on the 1998-1999 test scores, past identification of academic problems, overenrolled or underenrolled status. Five hundred, sixty-seven CSR classroom teachers (*341 veteran teachers and 226 newly hired teachers*), a total of 30 building administrators with the CSR program within their buildings, as well as, 2,244 CSR parents (*25% of the total CSR parent population*) were surveyed. The surveys were given to gather perceptual information from all three sources (*teacher, administrator, and parent*) regarding the class-size reduction initiative. Twenty-eight of the thirty CSR elementary schools responded to the survey (*93.3%*). Two hundred, ten (210) out of 567 classroom teachers (*37.0%*), 21 of the 30 administrators (*70.0%*), and 208 of the 2,244 CSR parents (*8.8%*) completed and returned the survey.

The CSR Program was implemented at the elementary level in grades one through three. According to the survey results, sixteen and seven tenths percent (16.7%) of the CSR classrooms had a 17:1 student-teacher ratio, thirteen and eight tenths percent (13.8%) had a 16:1 student-teacher ratio, and fourteen and eight tenths percent (14.8%) had a 15:1 student teacher ratio. (See Table 2). Over two-thirds of the teachers surveyed (66.7%) indicated that they were teaching in the same classrooms with another teacher, but responsible for different students.

The majority of the CSR teachers had prior experience in teaching school. Seventy-seven CSR teachers responded that they had taught school from 3 to 10 years (36.7%), and forty-six CSR teachers responded that they had taught more than 20 years (21.9%). (See Table 1). Over half of the teacher's surveyed (56.7%) stated that their past teaching experience were in grades K-3. Nearly one out of seven teachers (13.8%) stated that they were involved in something other than teaching the prior year.

The CSR Teachers responded to the effectiveness of class-size reduction on student learning quite favorably. In the many areas surveyed that affected student learning over 50% of the teachers rated it as better. Many felt that because of class-size reduction, students were on task, they were monitored better, teachers were able to provide feedback to students in a timely fashion, small-group instruction was also much better. They felt that personal interaction between teachers and students, as well as, teacher morale and the effectiveness of teacher planning and preparation were much better. However, in contrast, teachers felt that the quality of contacts with parents stayed the same.

Similar to the teacher responses to the effectiveness of class-size reduction on student learning, over 50% of the 21 administrators who responded to the survey agreed with the teacher responses and rated the same areas of achievement as better. However, administrators gave higher ratings than did teachers in the areas of:

- Student time-on-task
- Monitoring student progress
- Providing feedback to students
- Small-group instruction
- One-on-one instruction
- Use of hands-on activities and manipulative
- Intervention strategies
- Personal interaction between teachers and students

Table 12 lists the comparison of teacher responses and administrator responses.

TABLE 12

**Class-Size Reduction Teacher and Administrative Survey Responses
To the
Effectiveness of Class-Size Reduction on Student Learning**

SUBJECT	TEACHER RESPONSES (BETTER)	ADMINISTRATOR RESPONSES (BETTER)	DIFFERENCE IN RESPONSES
Student time-on-task	50.5%	*68.2%	17.7%
Monitoring Student Progress	78.1%	*81.8%	3.7%
Providing Feedback to Students	70.5%	*72.7%	2.2%
Small-Group Instruction	72.4%	*77.3%	4.9%
One-on-one Instruction	74.3%	*77.3%	3.0%
Use of Hands-on Activities and Manipulative	56.7%	*59.1%	2.4%
Intervention Strategies	58.1%	*68.2%	10.1%
Enrichment Strategies	*55.7%	54.5%	- 1.2%
Student Attendance	*64.8%	9.1%	-55.7%
Classroom Discipline	*50.0%	36.4%	-13.6%
Personal Interaction between Teachers and Students	66.2%	*72.7%	6.5%
Teacher Morale	*50.5%	31.8%	-18.7%
Effectiveness of Teacher Planning and Preparation	*56.7%	54.5%	- 2.2%
Affect on Student Reading	*53.8%	45.5%	- 8.3%
Affect on Student Mathematical Skills	*54.3%	50.0%	- 4.3%

*Greater response level.

In addition, administrators rated the physical space of the CSR classrooms as good (18.2%), whereas the CSR teachers rated it as poor (25.2%). The physical arrangement of the classrooms were rated by the administrators as good (31.8%), and by the teachers as fair with great emphasis on the removal of the wall separations, and having their own classrooms (25.2%). When asked

about teacher attendance, administrators felt it stayed the same with no change. Furthermore, many of the administrators who responded to the survey stated that many of their CSR schools were also involved in other initiatives, Schools of the 21st Century-Anneberg (27.3%). A small percentage was involved in Comer (9.1%), Core Knowledge (4.5%), Microsociety (4.5%), and Talent Development (9.1%). (See Table 6).

Over half of the 21 administrators who responded to the survey (59.1%) indicated that students for their class-size reduction program were chosen via teacher choice. Twenty-seven and three tenths percent (27.3%) of the CSR teachers hired taught in grades other than grades 1-3 the prior year. Less than one in five of the teachers involved were teaching in single classrooms in the CSR Program (18.2%). This contrast to 66.7% of the teachers team-teaching with another teacher-two teachers in the same classroom but with different students, and 15.1% of the teachers team-teaching with another teacher but both teachers responsible for the same students.

A total of 208 parents responded to the survey. Over 50% of the parents were aware of class-size reduction, and knew that their child was enrolled in the program (51.4%). Furthermore, parents were also aware of the classroom facility their child attended. Forty and four tenths percent (40.4%) responded that their child had two teachers in the same classroom, but each teacher was teaching a separate group of students. Twenty-nine and three tenths percent (29.3%) of these same parents indicated that these teachers also team taught occasionally. In contrast, 29.3% said that their child had one teacher in a single classroom.

The majority of the parents (79.3%) stated that their child had only one grade level in the classroom. Over 75% of the parents shared the same favorable opinion as the teachers and administrators when asked about the affect of class-size reduction on student achievement. They felt that their child's reading and mathematical achievement levels increased since entering into a class-size reduction program. Many parents (64.4%) felt that their child liked school very much. However, in the areas of parent involvement and teacher contacts to them, the majority felt that it was good but could be better.

Recommendations

Based upon the survey responses from teachers, administrators, and parents involved with the Class-Size Reduction initiative, the following recommendations are listed:

1. Continue with the Class-Size Reduction initiative with necessary revisions and consider suggestions from the teacher, administrative, and parent survey findings.
2. Revise the CSR physical plant environment with greater emphasis on space location, number of teachers in a given classroom, as well as, the number of students in each classroom.
3. The CSR classroom teacher supplies and materials need to be ordered and delivered in a timely fashion for pupil and teacher usage.

4. The CSR classroom teachers need additional professional development emphasizing team-teaching, small group instruction, monitoring process, and interaction with parents.
5. Insure that parents are informed of their children's enrollment and/or participation in the CSR program.

In summary, the Class-Size Reduction program was well received by parents, teachers and administrators. It is recommended that the program should be continued and expanded with program refinement and the implementation of the suggested program recommendations.

Appendix I

Teacher Survey Response

Open-End Questions

What do you like best about class size reduction?
(Use back of page if more space is required)

- I like the small class list and the less amount of paperwork and record keeping. I also like the one on one attention between teacher and students.
- I enjoy interacting with another teacher. We have introduced many exciting lessons due to both of us researching and planning. I have more time to work one-on-one with my students.
- Able to give more individual assistance. The workshops were excellent.
- Students are able to get more one to one attention. Teachers are able to devote more time to planning effectively to meet needs of more children.
- I liked being seated close to the students. I liked the small room for classroom monitoring. I liked class size reduction because it enabled me to quickly identify the students needs.
- Smaller class size has been great. I get more time to work one-on-one with my students. I can also do a better job of individualizing instruction where needed.
- Smaller class size allows for more one-on-one teaching.
- There is more time to work with students. Their learning requirements can be assessed and taught more effectively. The children love the extra attention the teachers are able to give them and it motivates them in a way that has surprised me.
- The ability to take each and every aspect associated with teaching (education), as a teacher, to a much greater level of depth with the individual student (more time for higher quality overall).
- You can be more attentive to students.
- Small class size has allowed me to interact one-on-one with my students.
- The sharing with another teacher.
- Smaller class size.
- I have more time for one to one instruction and small group instruction.
- Less paper work.
- The idea of class size reduction is good. The reality of bringing in a non teacher with absolutely no experience is ridiculous.
- I like having another teacher in the classroom to help manage students activities, paperwork, parents and discipline.
- Sharing classroom responsibilities. Able to do more for students learning. Help with discipline invaluable.
- I am able to manage my class effectively. I can really work w/those who need extra help.
- The ability to interact in depth with my students. The quantity and more importantly, the quality of class instruction has greatly been impacted. I am better able to meet the needs of all my students and provide a reliable assessment of their progress.
- With a lower pupil-to-teacher ratio, it is easier to plan and carry out engaging activities with the learners. It is also a lot easier to identify learners with special needs and attend to them.
- That the students receive more one on one attention.
- Overall, I like the smaller number of students to teacher because it allows the teacher to best pinpoint a students weakness or strength in a particular area.
- If we really had two teachers, it would be an improvement.
- New ideas from a new teacher, since I'm a veteran teacher.
- I learned new ideas, teaching strategies and classroom management from a veteran teacher.
- The teachers are able to give more attention to students. Observation of students has increased. Observation is also more precise.

- Responsible for a smaller number of students.
- Having only 17 students to evaluate.
- I have a smaller group of students that I can interact with at a much better level, even personally and emotionally for them. They need this.
- The ability to share with another professional. Less stress when maintaining student files. My Principal assigned someone whom I work well with.
- Teachers can better monitor class progress.
- The opportunity to work with students that need one on one more than others.
- That I was fortunate enough to have only 16 students in the classroom. I am fully aware of students ability as well as their individual needs and I have ample opportunities to promote and assist at their levels of achievement.
- The amount of students enables me as the teacher extra time to give to intervention. The space in my classroom enables the students to participate in more hand-on-activities.
- I enjoyed working with less paperwork and the team teaching available.
- Nothing at all!
- I like being held accountable for 17 students.
- Less paper work and being able to pay more attention to the needs of students.
- Individual attention can be given to each student. Less paper work: correcting papers/tests,b) taking attendance,b) filling out forms from the office,d) filling out report cards.
- 16 students. You can give more one on one instruction to each student, more to slow achievers.
- I can give more individual attention than I could with 34 students.
- I like being able to have a closer working relationship w/all of my kids.
- Allows more time for instruction.
- The teacher /student ration allows for more individual assistance. It also allows the teacher to address specific needs of each child.
- Calculating grades and marking report cards.
- Better able to work one-on-one or in small groups.
- Observing academic, social and emotional growth of students because of the lower adult-student ratio.
- Another adult present to help monitor children is good.
- It enables teachers to instruct on a personal basis.
- The one on one involvement with the students. I am able to work with those students who work at a slower rate/need extra help.
- Team teaching.
- The best thing about class-size reduction is less paper work.
- The team aspect of teaching.
- The idea of more time to work with smaller groups of students.
- The most important feature of class size reduction is to educate the whole child. Smaller classes have allowed the children to have more one-on-one teaching and support in all facets of their education.
- I like being able to work with a smaller group and being able to monitor students work.
- I can do more individual instruction and small group instruction.
- Less paper work for one person.
- Student and teacher interaction with manipulative and engaging learning activities.
- The fact that my class was never really reduced. I had 23 now 20.
- What I liked best about class size reduction was the one on one attention students could receive on difficult subjects.
- Smaller class size.
- Paycheck
- The "Dream" or "Idea" of it really happening and Detroit children receiving support and the help they need- It turned into a mockery of education.
- Having another teacher in the room helps classroom discipline.

- Small group instruction - Easier to monitor students- more one on one instruction time.
- The attention you can give to only 17 students instead of 34.
- Less paperwork..more time to teach.
- The one on one ability.
- The fact that there are two of us, almost like having a partner and less work or equally divided work.
- Smaller classes allowed me to focus on students who are having problems. Opportunity to teach effectively because both teachers are aware of the theme.
- Smaller classes allowed me to focus on students who are having problems. Opportunity to teach effectively because both teachers are aware of the theme.
- There is always a teacher available when one is absent.
- Having fewer pupils is great but if two groups are in the same room it's not really reduced. Sharing ideas, work load and responsibility with a compatible person is good.
- Having a second teacher for academic and disciplinary support.
- It provides an opportunity for more individualized instruction.
- The ability to spend more time in specific areas.
- I liked 2 pair of eyes for observing appropriate behavior; 2 pair of hands to assist w/classroom cleanup, the opportunity to work with students independent of the group on creative writing projects.
- Getting to every student (more personal). Another eye to deal with discipline problems.
- Having an extra hand - sharing, planning and responsibilities.
- The one on one relationship has been responsible for better reading grades.
- The fact that another teacher is in the classroom makes a difference.
- There is another person with the same authority in the room.
- The thing I like most is having an extra pair of eyes. The students know that someone is always watching and circulating the room.
- I enjoy the one on one interaction with the children.
- Smaller class. Able to give one-on-one assistance, more time spent with students.
- You can focus more on student instruction.
- The small teacher-ratio to students.
- Being able to work with more students more frequently one on one.
- What I like best about class size reduction is being able to have the extra time to prepare for my lessons due to teaching less subjects.
- The number of subjects taught is reduced. This allows more time for preparation. Also the presence of another teacher in the room helps a great deal. I can always talk to her if I am not clear in the area or topic that I have to present.
- Class size reduction allows more time for teachers to prepare for assignments.
- It provided more time for lesson preparation and more one-on-one instruction with students.
- The class size reduction allows one to actually meet the needs of students much better than if it was only one teacher in the classroom.
- Both teachers are able to learn from one another, and it is a great help to each teacher.
- Additional teacher in classroom helps keep students on task.
- Extra one on one with certain students.
- Less paper work, more time with students.
- The best thing about class size reduction is the opportunity to give the students individual and small group instruction.
- You can be more attentive to students.
- There are two teachers that can circulate and help students individually.
- I like having another teacher to share the load of 30+ little children who are very needy and require a lot of attention. It has made life in the classroom more reasonable.
- As a new teacher, being in the same class-room with a veteran teacher, helps in learning effective skills.
- You can be more attentive to students.
- I don't feel as though I have experienced it as of yet. - same room, same number of children.

- More one-on-one interaction with students and parents. Less overall paperwork, so better attention to papers I mark.
- It allows more time to interact with students and provide immediate feedback and meets students individual needs more effectively.
- The use of the additional ideas.
- The opportunity to better identify individual student needs and the time in which to do that effectively.
- I am able to give the students more individual assistance working in pairs, small groups, etc..
- Able to give more individual assistance. The workshops were excellent.
- Team-teaching; less paper work. The planning of classroom activities, sharing different ideas.
- You have two teachers with two different styles of teaching—and I think this is good for the students.
- The time spent with individual students is great! The teacher is able to assess students learning and provides individual attention to students needs.
- Providing more immediate feedback to students. Being able to reach out and help everyone daily.
- The best thing I like about class size reduction is small group instruction. The next thing is time-on-task.
- Smaller Class Size Reduction
- Less students...more interaction time.
- I am in a normal size classroom with 19 students, it is wonderful. The children have space for reading, certain experiments, etc.. I hate the thought of 1 more teacher and 15 students in this.
- Never been in a regular classroom setting; can't compare.
- I like the fact that there are smaller amounts of children to teach because there is another teacher in the room while you teach even if they only do classroom management while you are teaching.
- I had four third grade class rooms with 20 students or more in each classroom. The best thing I liked was interacting with 80 students each day.
- In theory, it would be very beneficial to the students.
- We do not have "class size reduction" (we have, ON PAPER ONLY, 17:1 students for one teacher) so, I can not answer this question. What I WOULD like best is to be able to give students the educational opportunities that they are ENTITLED to and have 17:1 students in each classroom with each classroom having ONE teacher. (NOT a 30 feet 6 inch by 21 feet by 4 inch room divided in half with 34 students two teachers and all supplies and materials. Did I mention there is NO storage space in any of these rooms?)
- There is time for flexibility.
- Flexibility - we're able to work one on one with those students that require more help.
- Personal contact with students helps me get to know what to teach and how.
- Working with another person (cooperation) respectful of each other - concern for each other students.
- I was able to observe the teaching style of a veteran teacher. When I was unsure about plans, grading, and other subjects, my team-teacher was helpful.
- I like having 17 students in a room with one teacher. This 17:1 allows me to give each student individual attention when needed. It also allows space for various learning centers.
- The availability and expertise of another teacher has helped me a lot. We make use of each other's strengths in the classroom.
- What I like best - smaller environment, getting to work more in skills, concepts, etc..
- I only plan for 3 subjects now instead of 6.
- Having my own room with under 20 students- Amount of paperwork greatly reduced. Immediate feedback to students.
- One-teacher, seventeen students in one room.
- I have more time to individualize student assignments. There is more time for small group instruction.
- Opportunity for in depth work with children. Hopeful-integrate looping can help strength and weaknesses.
- I like the idea. The way it has been implemented-not too good. The 17:1 is what I like best.

- In theory, being able to have more one-on-one dialog/instruction, having more hands-on activities to enhance learning. In reality for my situations and talking w/fellow teachers-NOTHING!
- The amount of quality time spent with each of my students. The amount of students per teacher.
- 1. Smaller number of students
- 2. New and fresh ideas from your teaching partner.
- 3. Planning lessons easier.
- 4. Back up in emergencies.
- I liked the way I was able to work one on one with students and be able to solve problems more quickly.
- I have the smaller class size! I can give more attention to students. I know them better in a more intimate, smaller setting.
- The chance to work one on one with the students. To give students more attention in the areas that they are weak in.
- It allows you to give one on one help to the students. It also allows students to respond to questions.
- Small class size. The ability to give students one on one attention.
- I have a much smaller class to work with and I can get to each child one to one much better now.
- The ability to utilize the experiences of the older teacher.
- Smaller class size, less paper work, More individual time with students, student progress-
- Team teaching because I feel it benefits the students.
- More time to give to fewer students.
- The children were able to adjust to my style of teaching, as well as that of the original teacher. Also, the children could learn with our styles of teaching.
- I can stay apprised of individuals progress and understanding daily. One virtual non-reader can become an independent reader 50% of the time.
- The idea of reduction is great, the way its been done is very bad for the students and teachers.
- Under the proper conditions of equipped separate classrooms our students could soar.
- Less paperwork, easier preparation, much easier (to accomplish) and better interaction with students. Projects and group work are much easier to accomplish. The ability to have quality interaction with individual students
- Smaller number of students.
- Students get more attention since class size is smaller. Teachers can try more activities and hands-on learning.
- Less paperwork, grading, records, etc..
- Reduced paperwork more personal interaction with students.
- I have a better relationship with my students. I feel I know each one on a personal level. I can give more one on one instruction.
- I appreciate the advantage of team teaching: while one person teaches the other can monitor individual student progress, provide assistance, and deal with behavior problems on the spot. Also, team teaching brings new skills and resources into the classroom.
- More individualized learning by the student from the teacher. Students who couldn't count or identify letters are greatly improved w/split classroom.
- Having another adult makes all the difference and a professional adult creates a climate for promoting student/learning.
- Two teachers helping one another works out well. It helps with the discipline.
- There's less work for the teacher. There is less work being taken home.
- I have more time to individualize student assignments. There is more time for small group instruction.
- I like the idea of it, but it was never effectively implemented.
- Better management, less planning needed when team teaching, more time for paperwork, etc., Another adult to get ideas from, sharing responsibilities.
- Responsibility of a smaller group. More time to deal w/concerns of students. Another teaching professional in the room.

- The best thing about class size reduction is having smaller classes. Allows more time to monitor student progress, receive feedback from students and have one on one instruction.
- I can devote more individual attention to the students.
- There are fewer students per teacher which allows for more one on one interaction and easier and more effective monitoring.
- 1. Fewer students
- 2. Less paperwork
- 3. Conferring with another professional.
- I like having another teacher to dialog with about students and paperwork as well as procedures.
- I like being able to give my students a lot more individualized instruction in a single classroom with 16 children.
- I think the best part about CSR is that one teacher is not responsible for all subjects. Subjects are shared, therefore, more attention can be given to the students and subject area.
- I am able to do more hands on activities with the students. This helps me assess them better.
- I like best more one on one interaction and special room. This gives me the opportunity to use manipulatives more effective.
- The quality time I get to spend with each student. I'm able to teach to their needs because I can evaluate more often.
- Reduced amount of paperwork
- More time to spend with individual children.
- More time to communicate with parents.
- More time to do individual projects with children.
- Lower teacher - pupil ratio.
- The progress in reading for most of the students in the class. Self-esteem is higher, therefore grades went up in all subjects.
- Opportunity to work one-on-one.
- Able to give more individual assistance. The workshops were excellent.
- More pupil-teacher contact - can see pupils needs quickly. Can let parents know student's weaknesses early.
- Students receive more one-on-one w/a teacher. Assessment of students more intense.
- One-on-one contact with students. More interaction with each student.
- The ability to spend more time with students who need extra help and attention.
- The partnership and sense of being of like minds with regard to the students before us.
- Time working with small groups has more quality- because another adult can answer questions not involved in small groups.
- Two teachers working together to help the student.
- The idea.
- We are able to reach more students.
- Class size reduction is beneficial to both students and teacher because there is a smaller ration if students per-teacher, therefore the students receive the personal attention that they deserve.
- The teacher can give more individualized support.
- A teacher can give individualized assistance to students that are low level.
- Team teaching was a benefit.

What do you like least about class size reduction?

(Use back of page if more space is required)

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- What I least like about class size reduction is sharing one classroom with another teacher. Not having all the materials needed such as teacher editions.
 - I haven't stumbled upon anything that I have not liked about class size reduction.
 - When there are 2 classes wit 2 teachers I get both classes and no help. 34 students in the class results in more noise, more problems and less time. The class gets behind, 17 students in a class is

- wonderful and I can't think of any negatives.
- Not enough classroom space.
- What I like least was no space for a teacher's desk. In addition, the inconvenience of not having a file cabinet, nor a drawer to store student's papers.
- Sharing one teaching space was the part I liked least. While this arrangement was still beneficial to the students, organizing time for instruction (group) with two teachers was difficult at times. It was also a distraction for students.
- Sometimes the noise level is distracting while teaching.
- In my own classroom (which is an important factor). I have no complaints.
- Sharing a room. One class controlled/managed vs.. the other class - high volume (noise), fighting, walking on top of and/or hanging from furniture. This shuts any door on teaching with the first class named. Unacceptable!!
- Lack of supplies.
- Noise level from two combined classes in one room is unexceptable and distracts both teacher and students.
- Not enough supplies.
- Didn't have appropriate materials.
- The physical space.
- The classroom is entirely too crowded. There is no room to create centers. Classrooms with two teachers are often too noisy for effective teaching!
- Coming in mid-year, we have not had time to organize teaching schedules.
- It is hard if both classes are in the same room.
- Nothing - Thirteen students in a self contained classroom has been the highlight of my career!
- I realize that too much is expected of teachers in CSR, especially from parents because "you only have 12 kids in your class." Teaching-learning problems are expected to vanish in no time!
- That where there is two teachers there is not enough space in one room. Also, this program should always start in September instead of the second semester.
- Quite honestly, there are no 'negatives' in class size reduction-
- The extra work involved when what we really need are smaller classes and the necessary supplies.
- Need our own rooms.
- Not enough space provided for 2 teachers. We need our own class room.
- I feel that the teachers weren't given enough time to prepare for new arrivals.
- Two teachers in a regular size classroom-not a good idea-that is like putting 2 people that don't know each other-and say-y"you are married"/
- it was poorly thought out at the downtown level.
- The limited physical classroom space! The putting of 2 teachers in one room even with a wall dividing the room. I miss having working centers for the kids to go to. They rarely get up and interact.
- Noise level. Discipline differences. space- Not enough certified teachers, but I understand circumstances.
- Classroom is not set up for types of learning required space, excessive noise level from students, classroom too small.
- Nothing
- That the other teachers in my school have not had the same exciting teaching experience. I have benefited from this semester.
- The noise level has increased tremendously. All teachers in the program should be given more professional development on classroom management.
- I would like to see the materials we need such as a desk and file cabinet in the classroom.
- The noise level. The space was too small. Too many distractions not enough learning. No classroom control on the other side, too many problems!
- There are now two classes in one classroom with no separation. Student behavior is now a bigger problem.

- Over-crowding in the class. More behavior problems because of the lack of space. STUDENTS NEED SPACE.
- Sharing the room with another teacher and class may be distracting for some students: a) We can hear each other. b) At times we see each other: entering or leaving the room, watching TV. c) Music time can be a problem.
- Noise level is too high. One teacher tries to maintain control, the other teacher has no control. there are more behavior problems, fighting and arguing among students.
- I would not like an 8 ft. wall separation because children-would have difficulty focusing on their teacher. Two students reciting different subjects is chaos.
- The least thing I like, is not having my own room.
- I strongly dislike having two classes in one classroom. Space is very limited.
- The fact that I share an "open" classroom with another teacher. The noise level takes away from instruction.
- The actual space shared by two classes. The noise level in the classroom.
- It was done at an appropriate time. It would have been better as it occurred at the beginning of the school year.
- We don't have enough supplies available to accommodate new classes.
- Class size reduction is developed mentally appropriate.
- This has not in any way reduced the class size - no partitions are in place - If the other teacher were here from the beginning of the year it would make a difference.
- It does not reduce classroom behavior problems.
- N/A
- What I did not like about class size reduction was how the other teacher left the room at any time. I also did not like how the other teacher went in personal items.
- More space is needed. The program needs to be fully described.
- Two groups in the same room, the program starting mid-school year, and teachers having to share manuals.
- The least like feature this class size reduction is how the space is devised and utilized.
- The size of the room and not being able to do your own planning.
- Our school did not allow the classes to separate until late and we were not sure of what to expect.
- Not enough space.
- The space the space and deal with it verses controlling the students and having them to understanding sharing and working together.
- No assistance considering I have over 17 kids some have less than 15 kids.
- What I liked least was the noise level.
- Limited space for children to move around. The noise level from the other class in the room.
- Discipline problems
- The approach to this was outrageous-"Real certified teachers were dumped on-not only an additional 4 students-but a non-certified person-We should be compensated- The non-cert., were not trained- especially in classroom mgmt. - no clue how to teach.
- Partitions in the room makes the room smaller.
- The fact that the wall does not help the noise level at all!
- 2 classes in the same room.
- The workspace - I have no desk, overhead, cupboard for supplies and nothing. I can't spread my students out for various activities. There is no room for centers.
- Once the wall is in place the noise level will be a bother or distraction. I wish the rooms were built to accommodate this kind of reduction. Also space is bothersome.
- Lack of space, not enough time prior to placement to plan. (Will be different for upcoming school year)
- Lack of space, not enough to me prior to placement to plan. (Will be different for upcoming school year.)
- Too many different techniques.

- Not enough space in 1 classroom not enough books or seating for new pupils - noise level too high.
- Not enough space; need separate classroom for my 17 students.
- More control in the classroom. Adjusting so it do not be excessive noise.
- The noise from the other class. Now wall unit.
- The lack of communication/planning during the parameters of the program for cooperation. Lunch is too noisy in the classroom to commiserate so we don't unless we leave together for lunch.
- Need to have 17 students, one teacher in one classroom.
- No space.
- The probability that I will, next year be in a room with another teacher. I don't look forward to that at all!!!
- Too many pupils in one room.
- Too many people in one room. Class size is not 17.
- I really do not have any complaints. However, the ideal situation is to have 17 students in a room by myself.
- It can get pretty loud when you're teaching separate subjects at the same time. I would have liked to team teach the classes instead of teaching all subjects. However, that defeats the concept of class reduction.
- Small class space; ideally would have enjoyed my own classroom.
- The size of most classes.
- The sharing of the classrooms space in such a small and limited area.
- The lack of enough space for students to work.
- What I like least about the class size reduction is the fact that the classrooms are too small and doesn't allow space to set up different centers around the room for the children's needs.
- Other teachers involved in the program were not as open and straight forward as I expected matters that affects children thrive best, where there is open communication and people are willing to share ideas.
- Lack of space in the classroom.
- At a time, two teachers would seem to have too much information for students to handle. And two teachers having to use one room, it would sometimes seem to interfere with other activities.
- Nothing.
- Assigned teachers don't seem to understand their role in the classroom. They need constant direction, are often uninvolved.
- Lack of teaching knowledge on the part of new teachers. It would be easier as a veteran teacher if I could have talked to and explained things as a "student" teacher" instead of an equal-because its a difference in attitude and on how to handle things. It's not what I can and can not say that may overstep my bounds.
- Nothing!
- The classroom size is too small and noise level too high.
- What I like least about class size reduction is that it happened in the middle of the school year, and the space for the divided classes was not available.
- The physical size of the classroom is small.
- My least favorite thing is that we are so crowded in the room. There isn't enough space for all the things we need.
- Noise, size.
- N/A
- Too much confusion in a classroom with 2 teachers for the children. They don't know who to listen to or ask questions.
- Too soon to say. I'd like to see how it works when we start in the fall. Mid-year change was somewhat confusing.
- More space needed.
- Using the same room.
- The lack of storage space and learning center activity space outside of students regular seating

- arrangements.
- Limited space in a classroom.
- In team teaching I feel that you and the other teacher should have just about the same disciplinary tactics, in order for the class to be ran smoothly-that's not always the case.
- More room needed!!
- -Bigger classrooms needed.
- Sharing the classroom with another teacher.
- Less space, more noise.
- Not enough space in classroom with two teachers, space to complete large Art assignments and storytelling.
- Having a teacher in the room
Overcrowded room...
- The NOISE! The confined space.
- Again I have 19 students in 1 full size classroom. It is wonderful!
- More space.
- Space-traveling from room to room because of the lack of space. Larger rooms are being used for small group instruction that the classroom reduction teachers could be using.
- Added confusion to scheduling. Must keep a tight schedule.
- It was quite challenging to correct homework and test, to give the papers back in a timely manner and to prepare progress reports. Not to mention grading the students.
- My teammates had to share her classroom with the class size reduction teacher. This was not a reduction, but forcing two people of different teaching styles to coexist in one room. It's not effective!
- The way DPS is CHEATING students out of the EDUCATIONAL opportunities that they are ENTITLED to. By making it appear that they have reduced class size because that is what the numbers show on a piece of paper. By thinking it is acceptable to place 34 students and two teachers and ALL MATERIALS IN A CLASSROOM THAT IS 30 FEET 6 INCHES BY 21 FEET 4 INCHES THEN...CALL THAT "class reduction".
- Space in classroom.
- Space in classroom.
- Coming in so late in the school year.
- Working with 34 students in a class. Where failure is coming from other classrooms in the class setting you already use.
- The class size initiative was not followed. If you have 34 students, in a classroom with 2 teaching, you still have 34 students in a classroom.
- I would lease like having 34 students and another teacher attempting to share the same space.
- The space is very limited compare to the number of students we have in one class.
- Noise level is greater. All the routines taught were suddenly changed because of the other teacher's outlook towards openness non-structured discipline.
- The way it was handled by the district - no advance planning- hire people and team them without any consideration for teacher already in the room - no time for the teachers to get to know each other at all!
- 34 students 2 teachers in one room is absolutely ridiculous!
- Teachers sharing a room for two classes.
- Size of room is ridiculous - can't move- children need to move around more it, stations.
- East - 34 students, 2 teachers; this reduces the effectiveness of class size reduction! It isn't 17-1 anymore. It's 2 teachers trying to manage 34 students. Who thought this was a good idea?
- Having 2 classes in 1 classroom. This is especially difficult when the rooms were built to accommodate 24 students and teachers. This doesn't allow for personal space, learning centers, reading corners, etc..
- The noise level from the other side. The amount of space.
- Noise level-difficult to do large muscle or very active activities. Keeping the students attention on their teacher, not on the other group (This became less of a problem with time)

- I didn't like the noise level and the space.
- The noise level is terrible!
- The space of not having own classroom. The noise from both sides of the room.
- The program started in the middle of the year.
- Space and lack of equipment needed to function and maintain organizational skills .i.e..desk,
- More space is needed. The noise level is high. It's especially high when there is a test. We do communicate when we are testing, but there is still some level of noise from the other side.
- 1. Noise level gets high.
- Noise level sometimes.
- Lack of space.
- The extreme noise level and challenges in discipline due to lack of a divider.
- It caused resentment between myself and my buddy teacher, because my peer had difficulty adjusting to my style. However, our relationship improved throughout the remainder of the year.
- No ideal time to teach: simultaneously or when other group quietly working. NOISE.
- Two people trying to teach at the same time in a small space is ridiculous.
- Noise level, structure not conducive to 2 classes, materials and equipment often only enough for 1 class.
- Sharing space!!! Even if the relationship between teachers is good, sharing space is horrible!
- Sharing a small classroom.
- Two teachers in one classroom is too crowded. It is too hard not to interfere with the other teachers lessons.
- Noise level, having to help train someone. Losing my space, having this happen mid year! Having to share insufficient supplies including ones that I bought with my own money!
- Sharing my space with someone else and having to work so close with someone who doesn't know the first thing about children, teaching and paperwork.
- The noise level and distraction of another class.
- 1. When one teacher is absent, the other is expected to teach/manage the increased class.
- 2. The room doesn't provide enough space for all the students, teachers, equipment, and other resources.
- Space limitations - too small!
- Not being able to have own space is displeasing.
- Unqualified teachers are in the classroom. Work is not evenly done. The students are getting inferior instruction. Classroom management is more difficult.
- Even though you have another teacher in the room you still have 32 students. There isn't any room to separate the class (16 and 16)
- Two teachers in one room and the absence of storage space is the drawback to class reduction.
- No one ever came to our classroom to tell us how things should be set up. What they expected to see or what was taking place in the classroom.
- Compromising management styles, routines and teaching styles.
- Not enough space.
- I would prefer to have my own classroom space, but I'm adaptable.
- Not enough room in classrooms when there are 2 classes in one room. It's cramped and not enough board space.
- Too much noise
- Not enough space
- It is difficult sometimes to share a small space. We often change plans due to the physical environment.
- I worked in a situation for about 3 weeks before team teaching was permitted. There were too many distractions for kids. Reading in the hall was a poor way to teach.
- The amount of paperwork still associated with each student.
- The crowding effects of 2 teachers (2 desks, file cabinets, etc.. that just naturally occurs because of 2 teachers in a regular size classroom.

- Lower teacher - pupil ration
- Space is limited when sharing a classroom.
- Sharing the same room with another teacher.
- Two teachers sharing one classroom. Poor air circulation. No outlets. The other teacher not always being considerate of the other class. Too much noise.
- Less space for learning centers, etc..
Conflicting noise
Less storage space for materials, etc..
- Need more space.
- Lack of space pupil/adult
- Sometimes personalities clash. One teacher may feel as if the room is not hers. No real space for splitting classes and not team teaching. Not enough teaching materials for extra personnel.
- Being pulled out of the classroom to sub in other classrooms. Often times, I would fall behind with my lessons. Kids lost out on the full spectrum of the subjects I was responsible for teaching.
- Working to keep consistency with regard to classroom management and student interaction.
- Lack of physical space to do the things you know are best for the children. Centers, cooperative learning, hands-on activities.
- There is no formal training for people with no experience.
- The class size reduction should be administered to all grade levels.
- Small space in the classroom.
- Small space.
- Need classroom for each teacher.

What single change would best improve the effectiveness of class size reduction?
(Use back of page if more space is required)

- Having my own classroom would improve effectiveness of class size reduction.
- Everything has been great!
- If all classes could just be 1 teacher, and 17 students it would be ideal. Two teachers with 34 students is not as effective.
- The use of individual classrooms as opposed to those 2 classes per classroom.
- A bigger room.
- The program is fine as it is. More guidance could be given (maybe inservice training) for dealing with a multiclass (groups) room.
- More space is needed, even though the class size has been reduced.
- Teachers who are hired (particularly to enforce class size reduction) should be able to teach. Contrary to much common belief, all educated people cannot teach-without learning some methodology.
- More observation from administration; perhaps the individuals who instruct during prof. dev. sessions. Not as scrutiny but as further prof.dev. (a supervisor such as in college)
- New teachers need more practical application in areas of how to grade, average grade, prepare lesson plans.
- Individual classes.
- Give teachers proper supplies.
- Every teacher needs own classroom and more materials.
- With the high noise level from the teachers and students. I think the removing of the Wall will be helpful. I also think each teacher should have a regular classroom.
- Get rid of the walls!!!
- If teachers had individual classrooms CSR would be real. If that is not possible, at least a situation with experienced teachers. I realize that DPS wants to try innovative ideas, but this is ill advised at a time when there is not enough space to truly implement the program correctly. DPS needs to try to do a few good things correctly instead of most things haphazardly.

- The single most important change would be to reduce class size to 1-12 students.
- Different classroom layout.
- Self-contained rooms. One cannot do justice sharing a room.
- I think that at this point what we really need to do is improve upon the existing resources; more inservice training for teachers, provide more technological support and instructional materials etc...
- A better learning environment, like a new school with computers in the classroom and air conditioning.
- It has been difficult for some teachers to divide their classrooms (mid-year), a change in demonstrating (via a class/seminar for teachers) on how to work together equally?? or more harmoniously-
- Only have two teachers and give them prep time to work things out.
- Our own room w/17 students in the room.
- Having your own classroom and more support provided by administrative staff.
- Teachers and class size reduction teachers should be given enough time to construct time intervals and lesson plans that reflect the class size reduction initiative.
- New school buildings/with 17-18 students per classroom.
- More classrooms, putting two teachers in one room is not true class reduction.
- Get Portables and make space for 17 classroom. Do not let a wall be the answer, or give me 26 kids again and remove my wall.
- Give and find space - Less restrictions.
- Teachers need more space or own classroom, room dividers a necessary item.
- N/A
- SPACE - As well as one person speaking, planning and executing lessons. Even with twenty students, I would have been able to maintain a high level of instructional quality.
- More space should be provided for teachers in a single room with two teachers.
- By beginning the school year in this situation and being flexible regarding the way the classroom is conducted. The teachers should have options.
- No classroom reduction w/two teachers and two classes. We need our own individual space.
- To be more beneficial for all; there needs to be one class (17.1) per classroom!
- One class in one room. We do not like two classes in one room.
- More supplies are needed.
- To provide more space. Students cannot concentrate with two teachers giving instruction at the same time. Each teacher needs own room.
- If you are going to team teach, you must have teachers who get along with one another. Each teacher is still responsible for their 17 students.
- One charge would have to be adequate space for all (CSR) teachers.
- SEPARATE ROOMS!
- Provide more instructional "space".
- If each class had a wall between the two classes, there would be less distractions.
- A classroom assistant.
- More supplies are needed.
- Actually make the classroom into 20 rooms and train the new teachers more.
- If the 2nd teacher is allowed to stay in their assigned class and not have him/her doing morning duty, lunch duty, covering other classes.
- Individual classrooms to cut down on the noise level.
- If the 2nd teacher is allowed to stay in their assigned class and not have him/her doing morning duty, lunch duty, covering other classes.
- Having more room would really improve everything.
- Each group having their own room and space.
- The change that could be most beneficial to this initiative would be to have single classes of 17 or less students.
- Having your own children.

- To actually allow each teacher to be responsible for only 17 students as suggested. Each teacher disciplines and teaches differently.
- Less children/one teacher per room.
- If and when space is provided monitoring. Will be needed to provide suggestions on strategies and effectiveness.
- Smaller individual classrooms with 17 or less kids.
- Create more space for portables until more schools are built.
- Having aids to help me do everything.
- Every one (class) having there own room.
- We need more preparation time during the week. (one extra period)
- If everyone could have their own class.
- Use team teaching instead of having the wall.
- More space.
- Workspace - see above!
- More space in room.
- Permanent walls with two doors one for each. Chalkboards on each side.
- Larger rooms to accommodate science, math and Soc. Studies and demonstration table.
- Larger class rooms to accommodate science, math and social studies, exhibits and demonstration tables.
- Separate classroom.
- Each teacher with 17 pupils and adequate space.
- Individual space for 17 children (only)
- The physical setting (that is, the proper partitions and equipment for each side of room to operate efficiently with proper access to resources).
- A wall unit to separate classes.
- Mutually respectful when planning (communication).
- To have our own rooms w/17 children and 1 teacher.
- If all CSR teachers had their own rooms.
- Lower class size so there are only thirty to thirty-two students in a room!
- Lower class size to 30 or 32. 16 pupils for each teacher! No more.
- Many of us need communication workshops at the beginning of the school year and throughout the year as needed.
- Communication with the other teacher to determine what subject can be or can't be taught simultaneously.
- Individualized classrooms for each teacher of 17 students.
- More training for newly hired ESRP's.
- Separate or larger classrooms. Provide substitute when team teacher is absent.
- Actually reducing the class size to 17 children to 1 teacher in their own classroom.
- It is early to speculate, but I think we need more time to assess the change(s) that improve effectiveness. However, I will say this, that reading to and helping the children-one on one helps improve their reading skills.
- More space.
- To provide bigger classrooms for team teaching for space or have the ration 17 students to one teacher in a classroom.
- It is in my view recommended that extra space in the room is available for teachers to have two different classroom . That limited space would not create uneasiness of teaching.
- Teachers should communicate more with students who are not doing good progress in class. Also, teachers con co-teach with reading.
- Making certain that teachers assigned to work together have a common understanding of what team teaching involves.
- Having only 17 students instead of 2 teachers with 32 students when one of them hasn't had any teaching courses. It is improving but its a difficult situation.

- Larger classroom/or more classrooms.
- More space!
- The change that would best improve the effectiveness of class size reduction is for each class to have its own room to work in.
- Larger rooms (space)
- We need to have our own rooms, not divided space.
- Each teacher having their own classroom.
- Separate classrooms.
- The only change that would make any sense at all would be to have an entire classroom per teacher- otherwise it is not class size reduction. It is merely stuffing children- the class size was not reduced- there is less room moving around and utilizing effective teaching.
- Each class unit having its own room, rather than 2 combined in a room.
- Appropriate infrastructure needed to improve and enhance class size reduction.
- Additional space for student movement in activities not related to seatwork.
- Team teaching-planning time.
- Making CSR a permanent program.
- -More paraprofessional help.
- If every teacher is provided with her own classroom, the program would be more effective.
- Provide more materials for Reading and Math. Reading video and computer games.
- If each of us had our own room.
- Again my classroom is perfect. I am the only one in it.
- Teaching teachers about class size reduction. What is the outcome. What are the goal achievements. More space.
- More space is necessary!
- Provide a classroom for each class size reduction teacher-no room sharing.
- Increase teacher aid help.
- The class size reduction must have their own space (classroom, portable) in order for this program to work. Anything else is futile.
- SPACE
- Classroom space.
- Classroom space.
- Papersize classrooms - Adequate facilities
- To improve class size reduction, 17 students need to be in a class setting not 34. There are all kinds of problems. Students that are failures are not reached and you have daily problems.
- I would pair like-minded individuals together. At our school, I am not sure that the pairs were selected to the best advantage of the teachers. Sometimes, I think the pairing actually hurt the students; not in my particular situation; but in others.
- The single change would be to have every teacher with his or her own room with 17 students.
- Provide adequate facility for both students and teachers.
- I think, each teacher having their own classroom.
- Each teacher should have their own classroom. No two teachers can work in the same room, teach/talk at the same time. Personalities conflict.
- Do away with teaming in small classrooms-provide space for each teacher to be alone with a class of under 20 - build walls if necessary.
- More space in classroom and more hands-on education items.
- More single classrooms.
- A larger room - opportunity for station to be permanently set up, art centers, etc..
- PORTABLES: CREATE SPACE!
- Finding more classrooms space at the existing schools that have class size reduction, this is before implementing it at other schools.
- Each teacher would his/her own classroom.
- 1. Individual Classrooms

- 2. Pre-Planning Time for teacher who have to work together in one classroom-summer planning sessions.
- Being able to work in a classroom alone with more than 17 students.
- Give teachers their own classroom for best results. There is no room for learning centers in the room.
- Having the dividers in the classroom to cut down on the noise level.
- If they could have more reading sessions outside of the classroom. A reading lab would be great.
- I would not request a change. However, if or when I receive furniture, I will become more organized with paperwork.
- We need a way to lessen the noise level. Partitions may help.
- 1. Partitions
- 2. More materials i.e. book computers.
- Partition to divide classroom-
- Two classrooms are needed (It is difficult w/two teachers who have two different styles of teaching and different classroom management styles.
- My own classroom or work area.
- Along with the Principal and the Assistant Principal, I think personnel should recruit an outside source to evaluate the progress of new teachers who work in classrooms with tenure teachers. The reason is that tenure teachers are sometimes bias with their evaluation of beginning teachers. These bias attitudes cause resentment for the new teacher as well as feelings of insecurity.
- My own room with 1/2 class. SPACE and not having to be quiet.
- Separate classrooms.
- Separate classrooms.
- Private space! With the advantages that already exist, we could really go gang busters if we had a private space.
- Own classroom.
- There needs to be a way to provide more space or separation between the two classes, it is too crowded now.
- Give each teacher their own room w/17 kids.
- 15 students per regular size room.
- I would like a separate room. If not, I would like a partition between the rooms to reduce distraction.
- Make it a true CSR with 1 teacher, 1 classroom and 17 students. Under the current system the numbers may look good on paper, but students are not gaining benefits associated with small class size. 17:1 is not the same as 34:2.
- A folding door to divide the class so that sound can be reduced for small group activities and opened for large group activities.
- Some communication/team building inservice for both teachers together.
- If it were actually 17:1 it would be more effective (classroom space).
- We need separate classrooms, run by certified teachers.
- One classroom, one teacher, 17 students.
- I would like to have smaller classes in larger rooms. It is impossible to have effective learning centers.
- More space. More materials. An agenda or outline of what they expect us to accomplish.
- Every teacher has their own room with 18 students.
- Separate classrooms.
- The most effective change would be finding space for each teacher, rather than having 2 share a classroom.
- More classroom space.
- Individual classrooms
- More space would greatly improve class size reduction.
- It would be more effective if portables could be built and other classes converted to extra classrooms, (special ed, library)

- Separate classrooms to accommodate 17 students with one assistant in the classroom.
- If students are placed in smaller rooms they need to be taught to utilize space as well.
- Being able to have 17 children in a classroom alone. Without the crowding of 2 teachers and 34 students.
- Nothing.
- The only improvement would be if every teacher could have his/her own classroom.
- More space and better planning.
- To reduce noise level between classrooms that share a room.
- Give each teacher a room to herself.
- Group of 17 students and 1 teacher in one room.
- If we had the space for class size reduction then 17 in a class would be perfect. A sufficient amount of teaching materials need to be available.
- The ability to remain in the classroom without being pulled out to sub for other classrooms. I believe this brings continuity to the lessons being taught.
- Consistency between teachers.
- More physical space - continuing professional development.
- The new teachers should be given some training in regards to how to deal with children, classroom management, paperwork and school policy and procedures.
- Since I am new to this program, I don't know exactly what would improve the effectiveness. I would be more qualified to answer this question after I have spent more time in the classroom next semester.
- More space in classroom and more hands-on education items.
- More hands on items.

What support do you need to most effectively utilize the 17:1 class size instructional setting?
(Use back of page if more space is required)

- Our principal makes sure that our supplies are available in a timely manner! The support we have received has been very helpful.
- Enough materials.
- Being a first-year teacher - I need more workshops in order for me to gain teacher knowledge in taking my students abilities as far as they can go.
- Support for this program has been great. Maybe additional information on running a two teacher classroom effectively would.
- More supplies are needed to insure.
- I cannot think of anything at the time this questionnaire being completed.
- The continuation of prof. dev.; but, offered during summer (I haven't heard any more about the one promised earlier in the year), that details info. relating to DPS policies, curriculum, planning, grading, Exit Skills, etc...
- Support should include how to prepare a lesson plan? How to grade papers without using rubrics.
- Materials equipment students workbook and teacher books received and/or shared timely.
- Unfamiliar with this term.
- Disciplinary support from staff and parents.
- I need all required text books and teaching manipulatives.
- Each teacher needs a whole (whole-size) classroom.
- Materials, half-circle desk, snacks.
- Different classroom materials. A group size table in classroom to work in smaller groups. Also a partition would help.
- I need a better work space and more adequate materials-reading-math-science. Professional development is also necessary for newer teachers.
- Administrative support, both on the school and district level, is needed to insure adequate resources and, more importantly, physical space. The latter is the key to utilizing class size reduction.

- Professional dev't has been useful in identifying useful strategies that maximize learners involvement in their education. More support in this direction would surely step up effectiveness.
- More teaching equipment, such as maps, science books, overhead projector.
- Our classroom has been very fortunate. Our administration has supported us 100% and treats their teachers with the utmost respect. Any concerns that we have had, have been met with concern, and a forum where a solution is attainable.
- I need a separate room with all of the necessary supplies . paper, pencils, chalk, crayons, scissors, and copy facilities.
- More professional workshops on reading strategies.
- Separate classrooms, more professional development instruction for class room management. More teaching strategies for instructions.
- Better access to copying materials and other resources such as pencils. Separate classrooms would decrease distractions and also give the children a sense of predictability and consistency.
- Enough copy machines in a school. Enough building substitutes so classroom teachers don't have to stop your lesson to fill in someone else's class.
- For someone to realize these walls aren't the answer, and neither is 2 teachers in one room 34.2.
- More space / not sharing in a room of 34 in the first grade. Students need to move around and be verbal.
- At the beginning teachers should be engaged in the programming or workshops. Visit other schools in this type situations.
- N/A
- For thought in regard to personalities, teaching styles, student groupings. More brain storming, teacher input in regard to what works, what could work e.g. creative scheduling.
- Collaboration with other colleagues.
- Parents! Parents! Parents! Request a monthly meeting at a convenient time.
- We need our own classrooms!!! I feel that nothing has changed for the better!!!
- More room or 8' dividers in the classroom or be allowed to total team teach.
- Reduce the class 17:1. Very less support will be needed.
- The interest and support of the parents.
- More parental and administrative support. More open discussion with other teachers who are involved with class size reduction.
- I am enjoying my year. The students seem happier and more focused. I can zero in on problems quicker and catch students who don't understand something.
- None in particular.
- Sufficient dividers in each classroom.
- A classroom assistant.
- More supplies - enough for students in the class - and some type of document outlining procedures and explanations of the various issues/programs that take place in the schools.
- Continue offering staff development workshops. Also schedule teachers and administrators from other school districts where class size reduction has been in place.
- No more than already mentioned.
- The teachers would be in need of more space.
- N/A
- Smaller groups and being able to reach students with learning disabilities.
- Support from Administrative team.
- The support is fine so far.
- More structure and information about how the program should function.
- Additional space to the school would be a great support.
- CO-teacher's support. More effective planning and time utilization.
- We should have our manuals and materials available so we can be more effective. If we have to share manuals, there are a few problems. Checking assignments at the same time) and teaching at the same time.

- More space.
- Stick to the ratio and your own classrooms.
- Give each teacher their own classroom. If another teacher is in the room with you make sure the teacher has been properly inserviced.
- Same as #37.
- Not to have a non-certified-uncooperative-disinterested-angry ESRP with me in a room. If I was alone-I would like progress forms in Math, Reading, Science and current technology for the children intermatable.
- Teacher's edition for both teacher in the room.
- More ideas and techniques on how to manage the noise level with the wall.
- More intervention w/attendance and low kids.
- I need assurance of the ratio given above due to the limited space with the walls being in place.
- Money for material such as maps, calculators microscopes, insects for science.
- Money for materials such as maps, calculators, microscopes, insects for science.
- Prefer to above.
- Better furniture and help with room organization - a floor plan.
- Administration to limit class size to 17, provide needed furniture.
- Have at least a break out rooms in cases where the class size reduction environment is needed to engage certain lessons.
- An aid that can assist from time to time.
- Knowing where materials to support an objective are having 1 or 2 adults who are willing to support a time out situation. A way that parents call or locate a website to find out how to support the child's teacher on a weekly basis, NCTM "The Arithmetic Teacher" for mat.
- We need the space, materials and all other things that go along w/class size reduction. Inservices on how to interact w/other teachers etc..
- Space to house the 17:1.
- Provide a sub when team-teacher is absent.
- I do not want to substitute service when the other teacher is absent. An aide should be sent to assist the teacher.
- have the supplies that were promised would help a great deal. This way I don't have to constantly ask for things.
- Workshops very early on to prepare and work out strategies; If team teaching is to be used in Fall 2000. Summer workshops are a necessity or we will have teacher personality problems next year.
- All the materials.
- If classrooms cannot be reduced to one teacher to seventeen students then the dividers need to be placed in the classroom. Also I think we need to have someone come in and talk with us periodically to share our concerns and thoughts.
- Materials, students don't have the workbooks. Making copies won't do it. We need books - workbook and phonics.
- More space.
- To have more workshops on how to manage space in a classroom with twenty-some-thing to thirty something students and two teachers.
- I believe that to effectively implement the class size reduction physical space is needed to better provide attention to the student. Two teachers being in one room does not make tremendous change because the original number of students remain the same.
- Would like some information on the most effective methods of team teaching.
- More time at the beginning to get ready and discuss with more detail on how to share responsibilities instead of when students are working teachers leave the room to socialize.
- Special needs students to be placed in a timely fashion and given special tutors and or para-pro intervention.
- Special needs students need placement and more intervention.
- The support that I would need is to have all of the supplies needed to effectively teach.

- Supplies for teachers in duplicate - my teacher partner never got a desk. I hope we have adequate black board space and bulletin board space.
- Complete set of teachers manuals and lab-activity- practice teacher-annot book
- The only support would be for those in charge to do what Joann Harrison said- A whole classroom per teacher per class- that's when everyone benefits.
- Blackboard across back of room. Divider wall.
- Wall partitions to reduce distraction. Appropriate materials and supplies to help meet students different learning styles and abilities.
- Having a single classroom for each teacher with class size instructional setting.
- Continued workshops relating to teaching strategies to maximize student achievement in shared and or limited areas.
- Interaction with other teachers-
- We need more workshops on class size reduction (dealing w/discipline, team teaching, etc..)
- Parental support!
- Materials on time (books & supplies) Asst. Paraprofessionals or Ed Technicians Computers at least 2 in each room. Parent support is greatly needed. Each group have their own classroom.
- Nothing!
- My own room.
- Workshops as differentiated classrooms, strategies etc.. would be wonderful.
- The 17:1 needs to be enforced. It can only be done if the space is available.
- Administration needs to provide the space so classroom reduction can happen to its full potential. Staff also needs to jump in and work with traveling classroom reduction teachers.
- More classrooms.
- Two CSR teachers in grades that only utilize one CSR teacher.
- Give us, portable classrooms for our 4 class size reduction teachers. That would be wonderful.
- The 'SETTING'. The space to provide students with the education opportunities that they are ENTITLED to.

I appreciate the time it took to develop and distribute these surveys. I want everyone involved to understand that teachers are doing everything they can to provide the quality education that our students are ENTITLED to. We have made many changes this year to do our best to utilize our added "class reduction" teachers in ways that would provide students with the educational opportunities they are ENTITLED to. If "class reduction" is a goal we wish to achieve in order to provide our students with the education opportunities that they are ENTITLED to, we need to make, get, build, add, do SOMETHING to get room. Other districts that are involved in "class reduction" have one teacher and 17:1 (or fewer) students in one classroom. Once again it is time for DETROIT to step up and use the funds that are provided for our students to give them the same learning opportunities as students in other districts. DPS, our students are ENTITLED to this and nothing less. If our goal is "class reduction", lets make the necessary changes to REALLY have (not, just on paper) CLASS SIZE REDUCTION....THANK YOU

- Continued Professional Development Workshops.
- Continued Professional Development Workshops.
- Parental support
- Need to add more classrooms/Portable is needed.
- 1) Teachers should be given individual classrooms. Team teaching only works if you have big enough classrooms.
- If every teacher has the 17:1 class size instructional setting there is no additional support needed. (one teacher in a room)
- Administrative support.
- Get portable classrooms.
- Advance time for teachers to develop strategies and to plan together (long-term) if teaming is a necessity.
- Less paperwork from the office.

- Improved attendance, students are not unimproved tardy rate/class to reap the benefits of lower class size.
- See above.
- Actually, I've received all of the support I've needed and asked for. Doctor B & Doctor H have been wonderful.
- Individual classrooms following 17:1 setting!
- My own space.
- No additional support needed-This project has been wonderful. Every student achieved higher grades last marking period. Wonderful.
- More information about behavior problems. How to solve through assertive discipline.
- More space!
- Support from everyone involved in the class size reduction program, and the parents support to.
- I have a very supportive Principal. Mrs.. Davis who has provided me with any and everything I need to become the best teacher I can be and to also provide a solid educational foundation for my students. Thank You, Mrs.. Guide
- I feel that I'm getting a lot of support already. I would like help in limiting the amount of noise.
- Effective discipline tactics in dealing with problem students and parents.
- Separate classrooms.
- Desks, books and room dividers!!!
- I needed and I still need more classroom space; for instance more room to utilize a desk in the classroom, more bulletin board space and more space for materials.
- I need my own space/room.
- Just a small class in the same area of space.
- An equipped classroom for each class.
- Regular visits from Helena Lazzo and more people like her to enable teachers to process feelings and increase communication between teachers. The extreme tension (and gossip/jealousy) while everyone smiles and keeps the mantra alive, "Aren't we special! This is such a great place." B.S! and perfect breeding grounds for massive, passive/aggressive behaviors that flourish here!
- None!
- More space, a larger blackboard, a complete set of teacher manuals, and more opportunities for professional development.
- MY OWN ROOM!!!
- 1. Certified competent teachers to fill the positions.
- 2. Single class per room.
- I think feedback from other teachers in the same situation would help.
- 1. My own classroom and student roster. 2. A substitute assigned to the room when a teacher is absent. 3. Preps taken together to give us planning time rather than relieving each other for prep periods.
- Teachers manuals and more manipulatives.
- Materials
- Materials, supplies, space, less paperwork.
- Both teachers need the teacher's manuals. Administration should observe new teachers, check their lesson plans for content and discuss problems that exist.
- My own classroom.
- I would like to have my own individual classroom.
- Better discipline. Need seminar on how to deal with behavior problems, and if they can't be dealt with class reduction won't matter. If you have 2 teachers in a class with only 7 students it's not going to matter if those students are discipline problems. Discipline is a big problem. You're limited on what you can do.
- Strategies to and compromises.
- Additional/separate space.
- It is very important to have the necessary resources teachers manuals and books in order to do an

- effective job.
- More interaction between co-teacher and other teachers involved in class-size reduction program.
- Remediation support in teaching and mathematics.
- Support in terms of flexibility of different modes of instruction. It would be helpful to get information about other programs and new ideas on how to become more effective.
- I'd like more administrative support and positive suggestions for improvement.
- I will need to know how to utilize the space I have effectively.
- Enough supplies!! New Supplies!!
- Continue to offer workshops for teachers as well as supply manipulatives.
- We have a good amount of support.
- Nothing!
- The 17:1 CSR instruction was perfect for everything but #138 addressed earlier.
- To make the classroom more comfortable overall.
- More space, so students can really experience class size reduction.
- Again sufficient amount of materials. Actual space for only 17 students per 1st through 3rd grade class.
- I feel that having a separate room (my own room) would be most effective. I will continue to utilize the room I do have thought. Having a mentor whose had experience in CSR to talk to would be helpful.
- WE'RE DOING GREAT!
- Time to spend w/reduction staff in order to coordinate plans, align curriculum and exit skills and assessment.
- More classrooms.
- New teachers need to know what is going on and what kind of timelines there are.
- More room in the classroom.
- Supplies and materials that can be studied according to the personal development of each student.
- A teachers aide or co-op student to help with reading, math and science.
- Teacher aide
- Co-op students.
- Each teacher needs more time to get used to curriculum.

Appendix 2

Administrator Survey Response

Open-End Questions

What do you like best about class size reduction? (Use back of page if more space is required)

- If all groups of students had certified teachers delivering instruction and possessed classroom management skills, this initiative might have been beneficial for all.
- More teaching staff.
- Individualized instruction!
- Students received more individualized grade practice.
- Gives teachers the opportunity to try a variety of methods and activities.
- Classrooms having two teachers.
- It affords the teachers approximately to be able to give the students individual instruction and attention that they need. The discipline problems have decreased in grades 1-3.
- Small classes...working together more closely.
- The concept allows teachers to plan more effectively for individual students. The smaller number of students should mean more and better quality of time on task.
- Smaller class size creates classrooms where students receive a greater amount of individualized instruction. Teachers are calmer and more tolerant.
- Teachers working together on projects.
- More individualized instruction and small group work occurred.
- More student - teacher interaction.
- The idea behind it!
- Better teacher-student ratio.
- It allows the teacher to have more one-to-one or individualized assistance.
- Extra support - learning advantageous.
- Class Size Reduction gives teachers a real sense of control, discipline and accomplishment. they do not feel overwhelmed with the large numbers of students.
- Increased instructional team for students. Hands on activities.

What do you like least about class size reduction? (Use back of page if more space is required)

- Need more classrooms.
- The utilization of instructional with little of no knowledge of pedagogy or classroom management skills.
- No physical space.
- Space - lack of adequate space.
- The new teachers lacked training in classroom management and child psychology.
- Nil
- Classroom space; two teachers per room.
- The classrooms are too small to accommodate 2 teachers and 34 students. By stating in January, the teacher assigned to the room had been there for a semester. In some instances it was difficult for the seasoned teacher to accept the change.
- Not having an individual room for every teacher to be able to group the students in different teaching learning sections or moves.
- Two teachers in a classroom does not work in the small spaces.
- More training for the teachers: manipulatives creative use of time, bringing out the verbal communication skills - more non traditional classrooms learning centers. Struggled to provide preps and several 25 preps (k-8 school)
- Lack of space.
- Classes were formed in mid-year and teachers had to share classroom space and students.
- 1. Not enough training prior to implementation.

- 2. Done too quickly.
- It was put into place too quickly. Two teachers sharing one classroom does not make CSR.
- Lack of space.
- Teachers have to share space.
- The thing that I like least is the fact that some teachers have to share an already crowded space. A utopia would be if every CSR teacher had his/her own room. However, the sharing of classrooms could serve as an advantage.
- Space (lack of space for additional classrooms)

What single change would best improve the effectiveness of class size reduction? (Use back of page if more space is required)

- See 34
- 1. If a classroom is indeed to house 34 students and 2 teachers - team/co teaching inservice must be available (not spit & spray)
- 2. Unqualified ESRP
s cannot effectively teach basic core academic subjects.
- Each teacher had own classroom.
- Hire certified teachers.
- Training! Training! Training!
- Larger classrooms
1 teacher per room
- The problem of two teachers sharing the same room seems to be the greatest challenge. If some of the special education students could be removed, that would help immensely currently there are eleven special education classes in this building.
- Creating more room.
- If teachers could begin at the first start of school, better norms could be established. Some team teaching would greatly enhance student achievement.
- New teachers need visitations on a frequent basis. The monitor should spend time observing instruction to provide support and materials.
- More space.
- The concept of 34 students and 2 teachers be used instead of assigning 17 students to each teacher in the same classroom.
- Certified teachers!
- One teacher per room - without effecting teacher service.
- Each teacher has own room.
- The reduction of the noise level could be reduced if teachers had their own space.
- It's working well at White School.
- The effectiveness of CSR could definitely be improved if it was possible to get more experienced teachers.
- Space - additional classrooms.

What effect has class size reduction had on you as a building administrator?
(Use back of page if more space is required)

- None
- An additional 12 teachers is the equivalent of a school that has a student population of 400. It has been a strain on supplies audiovisual materials, coaching, mentoring and on and on and on.
- I have to listen to more complaints about the lack of space.
- -Monitoring and providing substitute coverage for high absenteeism among Class Size Reduction teachers-
-Dress code- Teachers have not been trained as to proper attire!
-Lack of classroom management training among Class Size Reduction teachers.
- It has created additional responsibilities on the teachers who have received reduction teachers.
- It has brought zeal and energy on the part of the new teachers.
- More responsibility & planning

- Increase workload
- The program is very beneficial for the students. i have seen the results with the standardized scores. I have more teachers to monitor, more lesson plans to read, more people to schedule for different activities and more personalities and idiosyncrasies to deal with.
- Accommodating the space problem.
- With the addition of teaches with no experience has been the responsibility of training.
- Happy Children, Happy Teachers, Happy Administrator.
- More time is required to maintain harmony in the school and more classroom - related problems emerged.
- This has required more of my time in classroom monitoring. But this is good.
- Parental concerns.
- More effective use of staff.
- the effect that CSR has had on some as a building administrator is the fact that classroom numbers are now manageable and teachers will be able to teach or reach all students.
- Decrease in office referrals
High time on task (instructional)
Improvement in staff morale

What teacher support service have you given to your teachers involved in class size reduction? (Use back of page if more space is required)

- 1. Made provisions for inservice opportunities to be taken.
- 2. Pedagogy & classroom inservices offered at school level.
- 3. Use of coach/mentor provided by Office of Communication Arts.
- All available services. P.D.A. Mrs. Holleyfield, all workshop.
- Staff Development, Mentoring, Supplies, etc.
- Individualized counseling (vocational and personal).
- Teaching materials, supplies, furniture (desks) and the opportunity to meet with grade level colleagues and attend class reduction training.
- CSR Meeting
Professional Development. Academy Consultant
- I have provided training, assigned mentors and had conferences with the teams. The teachers had input in terms of what is working, what changes need to occur in the fall.
- Class Size Reduction Workshop, Wed, 5/31.
- I have allowed them to observe other colleagues to gain some insight about educating students.
- Not as much as I needed. Reviewed lesson plans, visit classrooms, provided materials.
- Counseling, workshops, speakers from other schools, supplies.
- Instruction has been received from the Professional Development Academy and Teacher Assistance Program. Workshops have been held on Multiple Intelligence's, etc.
- 1. workshop in school.
- 2. Individual sessions with teachers.
- 3. Classroom monitoring.
- Workshop, in-service.
- Our teachers have received support through materials and in-house staff development.
- Regular sharing meetings, took ample time to pair teachers.
- I have given them my personal support in the language arts especially having a background and experience in reading and as a reading specialist. Also, Ms Pat Vanderlinder has met and worked with the CSR teachers on many occasions. Also, I have given the support and assistance of other experienced teachers.
- Inservice training, planning time, supplies articulation session.

Appendix 3

Parent Survey Response

Open-End Questions

What do you like best about class size reduction? (Use back of page if more space is needed)

- None
- The teacher is able to handle the class better and is able to teach the children better. And also the class is under control.
- More individual instruction available.
- I like it a lot. It gives kids lunch.
- I think it is best for my child because it would help her to learn more.
- I think it's great, the teacher can give more attention to each student when needed.
- Better attention towards students.
- What I like best is that the teacher has more time to dedicate to lower number of students.
- I like it better because the students can learn better.
- I think it's fine because the children will receive more attention.
- My children can do better work in a small classroom.
- It gives the teacher more time for one on one with the students.
- I like that my child is learning more and doing very good at her work.
- Class size reduction is a good benefit for students and teachers alike. For students, it gives them one on one learning experience with the teacher. For the teachers, I believe it's less stressful!
- It will help each student if the classes are small. If they need extra help with work, the teacher can take time to help that student to better understand the lesson that is being taught.
- Kids can learn better.
- It will give the teacher the opportunity to indicate which students can work independently and which ones need more help with school work.
- My child is able to concentrate and perform at his grade level. Since class reduction, my child received a certificate for most improved student.
- What I like best about class size reduction is that it gives the teachers the time needed to focus on the child's weakness and they can give them more one on one time.
- That the child receives more one on one than in a larger class.
- I like to see class size to at least 17 students per teacher from 30 to 35 students.
- Students seem to have a closer relationship with the teachers and can talk to the teacher one on one.
- Don't know.
- Easier for the teacher to set small study groups that gives the students a little more help.
- Smaller classes; the teacher can spend more time with each students needs.
- I know my child will get help with math, etc., if he needs it. There will be enough time since there are less students. Also, students can be supervised more closely.
- I thought it would help the students.
- Children seem to learn much better.
- My child was in a multi-grade class. I think that it really enabled her teacher to be able to teach them more because of the amount of students per grade. And she could also give more help to the students who were challenged.
- Nothing, there really wasn't a class size reduction. The class size reduction remained the same 30-35 children in the room, in theory this sounds great, but in reality it isn't.
- More one on one for my child.
- I like that teachers have more time to spend with an individual. There is less disciplinary problems.
- More time for the student to have one on one learning sessions with the teacher.
- That the teachers are now able to give the students more attention and help with the class work.
- Get more attention in school; he needs to be tested for special class.
- I like it because the teacher has enough time to teach individual in subjects where they really needed

- help.
- Not sure if the class has been reduced.
- She likes reading, math and science.
- With class reduction the teacher can spend more time with individual students.
- I don't know anything about class size reduction; I never heard about it.
- The few children per class for each teacher, it's easier for them to learn and easy for the teachers to see which children need more time on a subject.
- It gives the children least distractions so they are focused more on the teacher and what they have to learn.
- I have not experienced class size reduction for my younger children. With my oldest daughter class sizes were smaller and she progressed quite well through school.
- I can't answer the question because my writing is poor.
- With class size reduction, I feel the teacher can give more individualized attention to there students requiring a little extra help.
- Teacher can spend more time helping students individually.
- I think that it's better for my child because too many kids in one classroom is hard for the teacher to keep up with.
- It will give the teacher more one on one time with the children.
- It gives the teacher an opportunity to have more insight on the individual student.
- It would allow the teacher to give individual time to each student if needed.
- Less students in one class, and more one on one meaning teacher student time.
- Class size reduction increases my child's personal time with his/her teacher. It's that one on one interaction that enhances the whole learning experience for both parties.
- Class size reduction allows for more individualized teaching, giving students a better chance to grasp the subject and learn more.
- The children would learn more.
- The African American Teachers are very responsive to all the children's needs.
- It helps the kids learn more things.
- More time for the teacher to help the kids that really need it.
- More personal help.
- I wish the classroom was smaller so the teacher would have more time for each student.
- I can't answer the question because my writing is poor.
- The focus of each child's needs has been met.
- It will give the teacher more time to have one on one with each student or a student whose not performing very well.
- Don't speak English.
- For more kids to learn.
- Fire safety.
- The teacher assigned can teach each child one by one and she can work with them personally. I can say this works better for the children.
- What I like best about class size reduction is that the teachers have more time available to teach the children better.
- With class reduction there is a lot more that can be done. It is hard to meet every child's needs if there are a lot of students.
- They have more time with each individual student. They learn much more easier.
- Great Job!!!
- I believe it's an excellent idea. There could be more time taken with the children that needs it.
- The students can have more one on one with the teachers.
- There is more one on one with the teacher.
- The teachers can dedicate more time to the students.
- I think class reduction was a very good idea because it allows the teacher to give a little more attention to the individual child.
- I get him to learn more and the teacher can spend more time with the kids.
- Maybe it's good for the teachers - students to work better.
- The least students in the class, the teacher can give more attention to the students.
- My child receives more attention and receives a higher quality of education.

- I like the way the class is split into classes.
- That my child has an ability to talk to his teacher (ask questions) and also the teacher has more attention to the situation.
- The child gets to learn more in a small class.
- The child gets more time to learn with the teacher and have more time.
- Individualized attention and evaluation of abilities/weaknesses. Hands-on will address and hopefully improve students learning skills, attitudes and personal habits which affect their entire academic performance.
- The teacher can be more focused on each student individually and can spend time with students that may be having problems. It also creates a less stressful environment for both teacher and students as well.
- It helps the students to focus more easy on class assignments.
- There is work one on one teacher-student attention.
- Each child received more attention from the teacher.
- Smaller classes.
- It will give each child more time to ask questions about the homework and things he don't understand in class.
- Each child will have more time with his or her teacher if they are having a problem with work.
- Lesser kids for the teacher to get to each child in whatever questions they would like to ask.
- Unfortunately to date I can't see where there has been any change.
- The reduction is great. It helps the teacher know who really needs help.
- The ability to interact more with students.
- The teacher is better able to answer her students questions. She is able to give her students attention which is very important at the early stage in life.
- 16-20 students in class.
- It was a good idea until I found out it was taking place in the same room. I don't think a kid can learn with the overtone of some other teacher in the same room.
- Lesser children in class so the teacher has more energy to give attention to the child and control the class easier. Also, the important thing is the teacher is with the children one to one.
- 17 kids in one class is great. They get more attention from the teacher. Do the classroom reduction thing right or not at all.
- They are able to learn more with the class size.
- I like it because it gives the students more of the teachers attention because there are less students he/she has to deal with.
- It is easy for teachers to teach the students and kids can learn easier.
- The class size was good. I like my class.
- There is more one on one with the students. It allows the teachers more time to assess the students weakness or strengths in each subject.
- The kids can learn a lot about education and how to get along with one another.
- The child has more time with the teacher to learn and each student benefits from it all year.
- Less children in one room - more time with those children one on one.
- Learn more when it's like that.
- It makes it easier for the teacher to help the children learn better because she/he has more time to work with students in smaller classes and you can't do that with larger classrooms.
- Teacher will have more time for each student.
- It gives the teacher more time with the students.
- I feel that the children need more individual time with the teachers.
- The Reduction in the class gives my child more one on one with each teacher. Both teachers are wonderful.
- What I like the most about the class reduction is that my child is having the chance to improve her math in areas she needed help with, I am proud of her...
- It provides each child individual time if needed.
- Have not seen it.
- The students are learning more and getting better grades. The kids do not stay in the same classroom all day.
- I like the fact that the teacher would be able to spend more time with each child.

- I like the added attention my child is able to get now.
- I like it a lot because they will learn a lot. But more kids need to attend.
- Each child can learn more and understand there homework.
- I think it gives the teacher a better chance to work more closely with the student.
- Smaller classes would mean more attention to the individual students who need more help. Two of my children.
- My son seems to be learning more. His grades has improved 2 grade points.
- So the kids can get the help that they need when they need it.
- The teachers focus more on the chidrens education now that the classes are smaller, they don't have to concentrate on trying to tame.
- The part I like best is the reductions of the classes because I think it helps the children with there learning. You can also see who needs help.
- My child will have more chances of learning and understanding with less children in the classroom.
- Learn little more.
- It gives the teacher one on one with the student. It gets explained where the child can understand.
- Students will have the opportunity to learn more; and understand more. Also, they can ask more questions if he/she doesn't understand something.
- I think it's good because the child learns more.
- I have not seen a change which qualifies me to give a fair opinion.
- It provides a better learning environment for my child.
- I think that with a class reduction children can learn better because the teacher can take time out exhausting themselves to give the one's that need a little more help.
- I like class size reduction because it gives the children more attention in the learning area.
- The teachers are able to give more personalized attention to the students and get to know the different personalities a little better.
- That she is able to learn more and interact one on one with the teacher when help is needed. She can have extra time in learning math problems that are hard to complete at an essay pace.
- It would be lesser students to each classroom. I think that it would be a lot easier for students to learn and they get more attention from the teachers.
- I think it is a great idea for class size reduction because of more interaction and increasing learning ability.
- That each child is able to learn at his/her own pace, and the teacher can handle a smaller classroom, plus meet each child's needs.
- The children receive more one on one attention.
- Class Size Reduction will help your child learning because I believe that the children could have learned more this year.
- So teacher's can have more time to teach one on one.
- More time with each child.
- It gives children a character to be heard. The less kids in the classroom the better they express themselves and stay forward on their schoolwork.
- My child can get the one on one attention that she needs. The teacher is willing to work with her.
- I know that the children may be better educated with a smaller class. The teacher can pay more attention to each student.
- My child gets better grades and she understands better. Her math and reading is excellent.
- Class reduction size will give the teachers the ability to maintain all the students at a high level of learning. Instead of them falling through the systems of learning.
- Class size reduction is better, because it's gives the teacher a better chance to work one on one with her students. The teacher also has more control.
- I like it because it gives teachers more time with the children that need it the most. Helps them to read and write.
- The child is able to get more attention and help when needed. It gives him a feeling of security.
- My child's class isn't reduced due to the class being split in half, one side on the other side and the students still don't get the attention they are suppose to get.
- They had two teachers and they learned a little better. Not as good as they could have because my child still had the same problems.
- Students have space and it's not so crowded.

- The teacher has more time to give to each student individually.
- My child received more individual attention. The teachers are supported of each other.
- I think it could be better depending on the teacher. It helps the children being less - But regular school is doing okay - it's the special aid classes and teachers that need this help.
- It gives each student the ability to excel at their own pace.
- Class size reduction did not happen in my child's classroom.
- The teacher has more time to spend with the children that needs more help.
- The student's learn more and the teacher's can teach more and do more activities.
- Being able to teach and pay more attention to each student.
- I like it because there is two two teachers working with the children.
- It gives the teacher a better educational closeness with each student. The teacher will know what level of learning the child has.
- The teacher has more time for each individual student.
- More one on one teaching. The teacher is better with problem solving with each student so the student thoroughly understands what he/she is learning.
- Changing the classroom from 31 students to 17 to 20. Students would be very good. Because it gives the teacher a better chance to help students to understand their assignments.
- I think my children are learning better. Enjoys going more and dislikes missing any days.
- The fact that the teachers can help the students with problems in tough areas.
- The teacher has more time for a one on one relationship with the children individually. More time to help children that need it more.
- Yes. Because it benefits the student to have closer interaction with the teacher.
- Take up more time with children.
- I feel that my child would learn more because the teacher would be able to teach the class more because it's smaller.
- I like best class size reduction, because the children get more attention from the teacher.
- What I like best about class reduction is that the less students per classroom, the teachers have more management on their students - (and a more attention span)
- The kids are able to learn more because the teacher has more time to teach.
- The teacher can take more one on one time with each student. Making sure that they understand the work.
- More attention individually is able to be given to each child when there are less students to teach.
- I still don't think that they teach the children enough; reading and writing math skill.
- When they have two teachers they can learn better.
- The children learn more when it's not a lot of children in the same class.
- It gives the teacher more time to work with each student in the areas in which they are having problems. It also gives the teacher a better view of whose understanding the exercises given and whose not.
- The students get more individual help from the teacher.
- They do not have a large classroom. He's not able to do the work. He has problems.
- More time with each child.
- The child gets to improve in their classes.
- The teacher is able to keep closer contact with all students and because of this can recognize problems a student may be struggling with.
- I don't.
- I believe it is the best way in order for a child to learn without being overwhelmed and distracted.

What do you like least about class size reduction? (Use back of page if more space is needed)

- My son still didn't get the help he needed. He had to repeat 2nd grade.
- It's hard to teach a lot of kids especially when there's only one teacher and the kids are wild. You need help because I've been there.
- I think classes should be separate.
- They need help in reading and spelling. The teacher did not care about the student.
- I don't like the idea of having two teachers in the same classroom teaching individually because the students may be confused with so many talking at the same time.

- The new teacher and the children and teacher gets use to one another.
- None. I approve.
- Zero complaints.
- I do not have any disapproval with the class reduction.
- I do not have any dislikes for the class size reduction.
- If the class is too large, a lot of students may pass the class. But if you have some students that need special help the teacher can't stop to help one on one. However, many students that need extra help. That would slow her class down for the students who do not need help with the assignments they are working on.
- N/A
- Class size reduction along with a teacher that cares and knows how to teach is two of the best things that the Board has done.
- What I like least about class size reduction is the distractions caused by the two classes. The children will watch one teacher and not pay attention to the other teacher in the same room.
- I like to see teachers interacting more with students personally so they will know each other better.
- Nothing.
- Each teacher needs their own room to make learning centers.
- I wish the room was divided by partitions or another room so there would be less distractions.
- My child is not progressing the way she was, she has even slowed down in her skills.
- There is nothing not to like about it.
- All the children and two teachers remained in the classroom. The class size reduction was not implemented. Each teacher needs their own room with their 15 to 17 children.
- No dislikes.
- That each teacher needs there own class space sot that other children aren't distracted.
- What I like least is that the classes are in one room. To me if you are teaching two classes in one room, and one class is out of order then this takes away from the class that is trying to hear.
- Nothing! I think he needs to be tested.
- I haven't too many complaints about it.
- Same as above.
- Writing; I will follow directions.
- I have no problem with class reduction.
- Nothing! I think it's great.
- Nothing too much.
- Nothing.
- Children seem to get much more help as needed.
- Nothing.
- No negative comment.
- My children live around the corner from Brewster Elem. school and had to be bussed to Krolik Elem. school because of the reduction.
- Now that the teacher have less students they think they don't have to give students that special time a student might need.
- There is nothing I dislike.
- There not a lot of kids to the teach.
- A big mouth teacher yelling to the top of his or her lungs.
- I don't know.
- I can't say.
- N/A
- I don't like it at all there are to many students in my child's classroom.
- N/A
- Don't speak English.
- Nothing.
- Nothing.
- I don't have any negative thoughts about this program.
- Teachers do not have time to spend with each student.
- Great Job!!!
- There's not anything I do not like about it.

- Nothing!
- The wall is not sound proof. You're able to hear what's going on, on the other side.
- It's OK!
- I like it a lot better, the kids will learn more.
- That I can't say.
- Nothing. Is the best thing that could have happened.
- I don't have a problem.
- No comments.
- The teachers should have two classrooms instead of two teachers in one classroom.
- Each teach should have their own classroom instead of 2 teachers in one class.
- More students requires the students' to try harder to stand out and excel.
- There are no drawbacks to smaller class sizes. smaller classes present win win situations for all involved.
- N/A
- N/A
- Probably changing schools.
- It may time the overall interacting with other children there age, unless the class get together and share their ideals with one another.
- They may have too much time if they are fast learners.
- In some ways they don't have enough space for the kids.
- N/A
- There's nothing least I like about the class reduction.
- Every teacher does not have the same teaching style. This can lead to confusion.
- With the class size reduction is good. But with a participation separating the class is not good. Children can hear the other classroom instruction and peer all too well.
- Two teachers in one room with a flimsy divider is not classroom reduction. It is chaos.
- N/a
- I dislike the fact that all students are still in the same room, even though the classes are split by two teachers; the students are still in the same class and they continue to interact with one another because they are in the same classroom.
- In my class we have everything talk board, TV and telephone.
- Nothing.
- So kids cannot learn with a small group of kids.
- Nothing.
- I have no comment on this.
- Nothing.
- Nothing at all I like about large classes.
- I like class size reduction.
- There's no problem with the Reduction is the class.
- What I like least is the fact. She had to change teachers, but that I got used to quicker than I thought I would....
- Students tend to compete for attention and other problems - reduced class size limits the destruction.
- None
- Nothing's wrong with the class reduction.
- Nothing.
- The only thing I would have liked is that the new teachers could have been brought in at the beginning of the school year instead of the middle.
- That some child will not learn.
- Nothing.
- I have a son in the first grade. Also, his classroom has two teachers, which is worse. I hope all the classrooms break down also.
- #15 should not have been in the survey. I'm sure everyone wants least.
- N/A
- There's nothing least about it that I don't like. I think it's good for the teachers with a lot of children so that they can help see who needs help and in what subject.
- Less students in class to learn more.

- Not anything. I personally think it's a good idea. Better for the student when the teacher has more quality time to spend with the kids.
- What I like least is that they have individual teachers, because the more teachers you have the better chance for your child to learn more.
- It's nothing that I like least about the class size reduction.
- I have not seen a change which qualifies me to give a fair opinion.
- They learn better and get the individual attention that they need.
- Nothing. I think it would help.
- I think it would be nicer to have the students in their own classes vs. two teachers in one classroom.
- The fact that both classes are in one class.
- N/A
- I do agree with least class size reduction. I believe it would really help the students to focus and learn better and faster.
- None
- That the teachers don't try harder to teach our children more with smaller classes.
- That way you know each child's teacher.
- There's nothing I didn't like about the reduction of classrooms. It was a good solution for some of the learning problems.
- No comment.
- Nothing.
- Nothing. I'm for the reduction in the class size for all elementary and junior high school students.
- Nothing.
- The distraction from the other students on the other side of the classroom. A divider is needed.
- There isn't a change in class size reduction.
- Eliminate a lot of wrong activity among the students.
- The wall that was put up to divide the room. The noise level has been distracting at times.
- I dislike that two classes share the same room, it's creates confusion and is distracting.
- Since they divided the classroom, my daughter complains more at her teacher - something we never had a problem with before - he prefers boys over girls - her learning is not like it use to be.
- N/A
- It did not happen.
- Nothing. The Class Size Reduction is just fine.
- The children do not have a lot of classmates to work with. They learn more about people and now each is different from one another.
- None.
- They have too many children in one room. It can sometimes get out of control with too many children. If you have many children in the room with the teachers, they don't get the attention they need.
- There is no real closeness with teacher and child.
- Nothing.
- Traveling further to another school. Bussing.
- Nothing.
- Nothing. It appears to be a great help to my children and grandchildren.
- Nothing.
- N/A
- Time limit.
- I'm really interested about class size reduction.
- What I like least about class reduction is that the more decrease in students, student may feel their classroom is not the most "fulfilled" to learn.
- I think a smaller classroom is best.
- Nothing.
- They still are not teaching the children s-t.
- When they have one teacher.
- I like class reduction.
- There is nothing I least like about class size reduction.
- Nothing. I love every single aspect of class size reduction, especially the reduced class sizes.

- Nothing.
- They should have it in every class.
- Children are kept too close together, no space, teachers are yelling over each other to teach. Children have no room to learn or move around the class.
- Not much. For years teachers have been complaining about overcrowded classes.

Comments: (Use back of page if more space is needed)

- None
- You have so many kids that come from different backgrounds, some have discipline and some didn't, some have special needs and some don't. I think you need 2 teachers, in order to meet those needs that need to be met. Thank You.
- They need small class size.
- I like the class reduction, but I think that there is a need of another classroom.
- Thank you.
- I feel the class reduction should continue to gather more information on how well it's going.
- Since they have reduced the classes and more teachers, I have a big improvement in my kids work, etc..
- I believe in keeping classrooms down to a minimum size will benefit all of our children.
- The shorter the classes the better they can learn. When class is large they cannot learn the proper way.
- N/A
- More beneficial changes are needed such as reading books that separate words throughout the story; change school hours to 8 - 4:30pm and offer after school programs.
- I think this is a wonderful idea. However, there should be a cubical divider to separate the classes to help keep the children and the teacher focused on what's going on in their classroom.
- I like to see more security watching students, running or fighting or pushing each other before or after school and at the traffic light and speeding cars.
- No comment!
- This idea about smaller class size is excellent. It will be a dramatic change in grades and test scores in the future.
- I wish they would start this at the beginning of the year instead of the middle so that the child has more time to become comfortable with the teacher.
- I have seen the same thing with other students. A & B students dropped to C & D's after classroom reduction.
- I believe the make-up of my child's class enabled her to focus more and challenge herself. She really persevered in this class setting. It also helped his self-esteem a great deal.
- This would be a great concept if it is put into place properly.
- I feel that the classes should not be in the same room or if they are going to be in the same room, they need dividers between them.
- Michael Bracy needs to be tested for special class.
- Whatever changes the school has made has impacted my daughter greatly. Her grades have reflected this change from a 3.2 to a 4.0.
- I don't understand.
- I think class reduction is an excellent idea. I feel it will increase learning in students.
- This has nothing to do with classroom reduction. But there should be summer school for whoever wants to go.
- I feel as a parent, these over crowded classes are a strain on the teachers and a distraction for the students.
- Suggest more one on one in the area of math and reading in lower grades (1st and 2nd grades). At this point one on one is very important if the child is having a problem. Reading and math are a "must" in life.
- I think class size reduction is a very good idea and will eventually enhance the child's ability to learn; it gives them the opportunity to have more one on one attention from the children.
- I would like to see more school notes come out.
- I wish we could have class reduction. I firmly believe they would learn more.

- None.
- Please, if there is anyway to get more media exposure celebrity help and rebuild the community; the Chaldean/Arab torn-up around Greenfield Union if they want a private school they should build one. No one should tolerate any sign of prejudice; the future is made of the children who must run this country and it is going to take all races to get along with and not drain the resources for their own people.
- William Davison is a excellent school.
- Don't speak English.
- Yes, this program should be continued. I have seen the progress in my kids.
- No comment.
- I would prefer my children to be in a reduced size class. I feel they will learn more because of the time that could be spent with each child.
- There's more need in teachers to help with the students reading and math.
- I'm impressed with the efforts of the school board and Courville elementary. The interest in the schools to better educate our children is greatly appreciate.
- I like the way they are doing this at the school and conducting the school.
- No
- None
- Please promote this program for DPS as a whole I think it would be best.
- Class reduction helps my child better on her reading skills and social studies.
- No comments.
- I would like to see smaller people in the classrooms. This will give each teacher the time he or she needs to help the children understand things they are being taught.
- I would like to see the teacher have time to relax and be able to give the child or children more personal care.
- My child is very busy, immediately that is associated with ADD. This ADD association seems to give teachers an easy out. Instead of examining alternative teaching methods, they opt out.
- The reduction of classrooms are great. It helps the children as well as the parents.
- I would like to see additional rooms added so that each teacher would not have to share a room. Space is too small for all 17 little people and their teacher. This must be a difficult task for everyone in that small classroom. The quality of our children's education is in jeopardy.
- I wish all grades have size reduction soon.
- I am not impressed with many of the new teachers hired. No experience in teaching and they can't handle the kids so its hard for the other teacher. The kids can't move around, it's too noisy.
- n/a
- I would like for the schools to provide more educational programs that can be utilized by the students such as reading and math labs or tutoring sessions that are available to the students.
- I like my class reduction.
- I've been very pleased with the class size reduction. It relieves the stress of the teacher being in a class of 20+ students and allows more interaction with the child.
- I like Fairbanks, because the children learn a lot about themselves and others. And they teach children how to work together and how to be a family.
- Hopefully, all the children will learn better with less children. Thank you.
- Some teachers need to retire.
- The children need more one on one attention. The teachers cannot teach 25 or more children at one time, the children suffer.
- My child's teachers are the best teachers ever. They love what they do and makes learning fun. My child comes home and talks about what they did in the class size. She can't wait to go back the next day. I am so happy to know that learning is fun for my child each time I visit my child in her class. The teachers makes the children laugh at the same time learn. At first before the class size reduction my child did not like to read or didn't want to do her math. Now there's a change in her, she would come each day from school and say Mom I learned new words today and would get a book, any book and read it to me. I was so happy I cried, just to know someone is teaching the right way. Thank you and keep up the good work.
- What I like least is the fact she had to change teachers, but that I together than I thought I would....
- I hope they continue to bring in more teachers to reduce all the classes..education is power and a

- good teacher with less stress will be more willing to help the children.
- Davison is the best school my children ever went to. My daughter is getting good grades. She went from a 1.0 to a 3.5 GPA. The teachers take their time with each student. I have 2 sons that goes to Davison. I have one in preschool and he's learning his colors, letters, numbers and writing his name and learning respondents. My other son is in Kindergarten and his teacher is teaching him so much.
- Thank you for my chance to speak my mind.
- I believe everything is headed in the right direction and kids are getting more quality time with the teachers. The teachers are able to do more now because they have fewer children to walk with.
- I like to learn lots of things in school.
- To keep up the good work. I hope all the classroom reduces as well. I think the classroom reduction was the best idea.
- Detroit kids is still not getting the education that they should be getting. My daughter goes to Fairbanks and they are getting a couple of computers in the classroom. School is now over.
- I have no comments at this time but I do like the class size reduction for my child.
- We need larger schools, we need more education. More positive role models before our children someone who can and will make a change. I'm all for class size reduction. I have a special child who retained kindergarten over at Dove Academy but he will be enrolled at Hutchinson in the fall. I'm concerned about his learning ability if he's not up to par will you keep retaining him or what will happen. Any information is greatly appreciate.
- I hope they respond to what parents are looking for with their children. I hope they reduce the class size and improve the education by having new books.
- I do not agree with rooms having two teachers because everyone teaches differently. It can confuse a child when you have more than one teacher saying one thing and the other one saying something else at the same time. It's not like changing classes, you're listing two people at one time but you have both trying to scole one child and it's just not fair to the children. I have a problem with that and mainly because my child is in one of those classes and his grades have dropped drastically since Jan. 2000 when they transferred him to that class. Before this, we had no problems. In my opinion, some teachers need to be retained and or take teaching lessons from their peers.
- I am pleased that the DPS are involved in an iniative that gives the children a private school setting.
- The reduction in class size is a gigantic step towards the learning of the children.
- This is an opportunity for my child to learn and express herself more and work to her best ability to achieve a higher learning level.
- I really believe the teachers do a really good job with my kids. Since they have attended White School. As a parent, I try very hard to work constantly with my boys about the importance of their education.
- That's a great idea.
- I think class size reduction is a very much needed and long overdue step in improving our children's education.
- I hope that the smaller class size continues.
- I think it's the best thing that can happen for the children.
- The Board of Education should have reduced the class a long time ago. This will help the children that are having a hard time to become educated. Too many of our students have been pushed through. I enjoy the thought of my child receiving the attention of the teacher upclose. The DPS system is just as good as the charter schools. We have to give our children a chance to excel and prove their worth.
- I believe class size reduction is excellent. Students have a better chance to pay attention. Less students, less problems. The teacher is able to pay close attention to all her students and work with her students to achieve the goals they need to be an A and B student.
- I really think this is very good. The kids that really need more help in school, just might get it now.
- Class size reduction is extremely important for those in the 1-3rd grade. This is the basic skills that are being taught. The future years of school are much easier once they have basic skills established.
- I believe if the children had more teachers that were at least 35 years and older and not teachers that are 21 years old and that sell drugs and deal with drug dealing boyfriends; the kids would be better ; what could you learn from a 21 year old teacher.
- I believe Grayling could be improved more in the learning department and teaching the children. My

- daughter was getting A's and B's at the old school. When she started here she's getting C's, D's and F's. Now she has to go to summer school. I really don't understand, but that school needs a lot of help.
- More material from the school for study habits at home.
- My idea of team teaching is not one teacher teaching in the morning and the other in the afternoon. This is what was going on before the wall went up and after it came down.
- There are some wonderful and special teachers that can teach better in a smaller classroom - But the Special Ed needs this more than regular classroom- I know I've seen and watched that they let it stay small. This gets the stress off the teacher and it makes them better teachers.
- This is a great opportunity for the student's to extend their potential in their learning.
- This survey should have been sent out a month ago - Class Size Reduction did not take place - My child was told to report to a new teacher, but the entire class was moved to a larger room and the teachers team taught. This gave one teacher more time to spend in the office, to stand in when the principal was out of the building, which was about the 75% of the time. The other teacher was totally incompetent. My child became frustrated, I became frustrated and both of us prayed for the school year to end. **CLASS SIZE REDUCTION DID NOT TAKE PLACE! IF YOU HAVE ANY QUESTIONS, PLEASE CALL ME AT (313) 369-1040. THANK YOU...CAROL JORDAN**
- They need to make all classrooms that way.
- I feel that they should keep it to a minimum of 17 kids per class. The teachers will be able to provide more help for the ones who really need it.
- I think it's a very good idea for class reduction. A teacher can better help that student that needs extra attention. I am sure the teacher can teach better with a small class size.
- Children should be able to go to school close to home. Smaller classes can make for better education with the right program.
- This idea. My children seem to progress much better now that the classroom isn't overcrowded and teachers seem more pleasant.
- None, right now; maybe I have some in the future.
- I like class size reduction because it's less stressful. I work at a school where the class sizes are reduced. This gives the teacher more time to teach lessons.
- DPS needs a big improvement into the classroom and efficiency in the way of teaching.
- I truly think elementary schools should have maximum 20 students in a class and middle and middle and high schools should have 24-25 students in class.
- None.
- I like it when the school puts two teachers in the classrooms.
- In my opinion and from my experience in observing how much better my child's doing since class size reduction. I think this is an excellent choice.
- No comment.
- The teacher is very nice with all the children she has in the room.
- I am very impressed at the full schedule that is covered each day in class. I have seen all subject areas covered- reading, math, phonics, writing, science, art, health and a significant amount of homework.
- Children need the whole classroom to learn and walk around and not be distracted.
- None at this time.

Appendix 4
Detroit Public Schools
Office of Research, Evaluation & Assessment
CLASS SIZE REDUCTION
TEACHER SURVEY

Thank you for participating in this survey. Its purpose is to gather information regarding the implementation process, the effects on instruction, and the quality of schooling in general as it relates to class size reduction. For the study we are surveying all teachers who are involved in class size reduction (veteran and newly hired teachers).

The information you provide is extremely valuable and will be used in the revision, continuation, and expansion for future implementation of additional class size reduction schools.

The survey should take approximately forty-five minutes to complete. We ask that you answer all of the questions to the best of your ability. When you are finished, in order to maintain confidentiality, you may give the survey to your principal in a sealed envelope. Your principal has been asked to return all surveys from your school to the Office of Research, Evaluation and Assessment (OREA) by June 16, 2000.. If you have any questions or concerns, please call Dr. Regina Thomas, OREA at 494-2022.

PART I:

Please provide the background information about you and your classroom:

School Name _____

(1) Are you a:

☐ Newly assigned teacher ☐ Veteran teacher ☐ Retired teacher

(2) How long have you been teaching?

☐ First year ☐ 3 - 10 years ☐ More than 20 years
☐ 1 - 2 years ☐ 11 - 20 years

(3) Which grade level are you currently teaching?

☐ Kindergarten ☐ Grade 1 ☐ Grade 2 ☐ Grade 3

(4) Please indicate the grade level you taught last year.

☐ Grades K-3 ☐ Did not teach last year
☐ Grades 4-6 ☐ Other _____
☐ Special Education

(5) How many students are currently enrolled in your class (If you are team-teaching, indicate the number of students on your roster? _____)

(6) Are you currently team-teaching with another teacher?

☐ Yes ☐ No

(7) Are you currently teaching in a single classroom for class size reduction?

☐ Yes ☐ No

(8) In what kind of a classroom facility are you teaching?

☐ Regular classroom

☐ Portable

☐ Converted space (for
example, library,
stage, computer lab)

☐ More than one class
in a teaching space

PART II:

Please indicate the effects of class size reduction in your classroom:

(9) Student time-on-task

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(10) Monitoring student progress

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(11) Providing feedback to students

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(12) Small-group instruction

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(13) One-on-one instruction

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(14) Use of hands-on activities and manipulatives

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(15) Effectiveness of intervention strategies

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(16) Effectiveness of enrichment strategies

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(17) Student attendance

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(18) Classroom discipline

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(19) Social interaction among your students

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(20) Personal interaction between teachers and students

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(21) Teacher morale

☐ Better

☐ Stayed the same

☐ Worse

☐ Unknown

(22) Effectiveness of teacher planning and preparation

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(23) The amount of paperwork and recordkeeping

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(24) Quality contacts with parents

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

PART III:

Check the choice after each question that indicates your opinion.

(25) How is the physical space in your classroom?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Unacceptable

(26) How is the noise level in your classroom?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Unacceptable

(27) How is the physical environment in your classroom (arrangement of student desk, chalkboard set-up, student work space, wall separation)?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Unacceptable

(28) How is the physical environment in your classroom (arrangement of student desk, chalkboard set-up, student work space, wall separation)?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Unacceptable

(29) How has class size reduction affected students reading?

☐ Better ☐ Stayed the same ☐ Worse

(30) How has class size reduction affected students mathematical skills?

☐ Better ☐ Stayed the same ☐ Worse

(31) How has class size reduction affected your students verbal expression skills (communication and learning to express himself or herself)?

☐ Better ☐ Stayed the same ☐ Worse

(32) How has professional development helped you as a teacher involved in class size reduction?

☐ Useful ☐ Not useful ☐ More support needed ☐ Never received

(33) How have the administrative support helped you as a teacher of class size reduction?

☐ Useful ☐ Not useful ☐ More support needed ☐ Never received

(34) How has the interaction with other teachers benefited you as a class size reduction teacher?

☐ Useful ☐ Not useful ☐ More interaction needed ☐ No interaction

PART IV:

OPEN-END QUESTIONS

- (35) What do you like best about class size reduction?
(Use back of page if more space is required)

- (36) What do you like least about class size reduction?
(Use back of page if more space is required)

- (37) What single change would best improve the effectiveness of class size reduction?
(Use back of page if more space is required)

- (38) What support do you need to most effectively utilize the 17:1 class size instructional setting?
(Use back of page if more space is required)

Thank you for completing our class size reduction survey. Teachers, please return the completed survey to your principal.

Principals, please forward all teacher surveys by **June 16, 2000** to the

Office of Research, Evaluation and Assessment
Room 209, Marie Farrell-Donaldson Building

Appendix 5
Detroit Public Schools
Office of Research, Evaluation & Assessment
CLASS SIZE REDUCTION
ADMINISTRATIVE SURVEY

Thank you for participating in this survey. Its purpose is to gather information regarding the class size reduction implementation process, the effects on instruction, and the quality of schooling in general as it relates to class size reduction. For the study we are surveying all administrators who have class size reduction within their building.

The information you provide is extremely valuable and will be used in the revision, continuation, and expansion for future implementation of additional class size reduction schools.

The survey should take approximately forty-five minutes to complete. We ask that you answer all of the questions to the best of your ability. When you are finished, please forward the completed survey to the Office of Research, Evaluation & Assessment (OREA) by June 16, 2000. If you have any questions or concerns, please call Dr. Regina Thomas, OREA at 494-2022.

PART I:

Please provide the background information about your school:

- (1) What grade level has class size reduction been implemented at your school?
☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ None
- (2) How many months has class size reduction classes been in operation at your school?

- (3) How were students selected for teacher assignments to class size reduction?
☐ Random selection
☐ Teacher choice
☐ Principal choice
☐ Other _____
- (4) Is your school already involved in another initiative?

<input type="checkbox"/> Schools of the 21st Century/Anneberg	<input type="checkbox"/> Co-NECT	<input type="checkbox"/> Lightspan
<input type="checkbox"/> Comer	<input type="checkbox"/> Middle Start	<input type="checkbox"/> Core Knowledge
<input type="checkbox"/> ATLAS Communities	<input type="checkbox"/> Talent Development	
	<input type="checkbox"/> Microsociety	

- (5) How many class size reduction classes were opened in your building?
Indicate total number _____
- (6) Out of the class size reduction classes established in Question #5, how many teachers are using the team-teaching format? _____
- (7) How many new teachers were hired for class size reduction in your building? _____
- (8) How many class size reduction classes are taught by first-year teachers? ... _____
- (9) How many class size reduction classes are taught by teachers who taught at the same grade level before the class size reduction implementation? _____
- (10) How many teachers assigned to class size reduction are teaching in single classrooms? _____

PART II:

Please indicate the effects of class size reduction at your school. Your answers should pertain only to class size reduction classes exclusively and not to all classes at your school.

- (11) Student time-on-task
☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown
- (12) Monitoring student progress
☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown
- (13) Providing feedback to students
☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown
- (14) Small-group instruction
☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown
- (15) One-on-one instruction
☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown
- (16) Use of hands-on activities and manipulatives
☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown
- (17) Effectiveness of intervention strategies
☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown
- (18) Effectiveness of enrichment activities
☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(19) Student attendance

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(20) Teacher attendance

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(21) Classroom discipline (Office and/or discipline referrals)

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(22) Social interaction among your students

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(23) Personal interaction between teachers and students

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(24) Teacher morale

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(25) Effectiveness of teacher planning and preparation

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

(26) Number and quality of teacher contacts with parents

☐ Better ☐ Stayed the same ☐ Worse ☐ Unknown

PART III:

Check the choice after each question that indicates your opinion.

(27) How is the physical space in the classrooms?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Unacceptable

(28) How is the noise level in the classrooms?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Unacceptable

(29) How is the physical environment in the classrooms (arrangement of student desk, chalkboard set-up, student work space, wall separation)?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Unacceptable

(30) How has class size reduction effected students reading?

☐ Better ☐ Stayed the same ☐ Worse

(31) How has class size reduction effected students learning of mathematics?

☐ Better ☐ Stayed the same ☐ Worse

(32) How has class size reduction effected your students verbal expression skills (communication and learning to express himself or herself)?

☐ Better ☐ Stayed the same ☐ Worse

**PART IV:
OPEN-END QUESTIONS**

- (33) What do you like best about class size reduction? (Use back of page if more space is required)

- (34) What do you like least about class size reduction? (Use back of page if more space is required)

- (35) What single change would best improve the effectiveness of class size reduction? (Use back of page if more space is required)

- (36) What effect has class size reduction had on you as a building administrator? (Use back of page if more space is required)

- (37) What teacher support service have you given to your teachers involved in class size reduction? (Use back of page if more space is required)

Thank you for completing our class size reduction survey. Please return the completed survey to the Office of Research, Evaluation and Assessment by June 16, 2000.

Appendix 6
Detroit Public Schools
Office of Research, Evaluation & Assessment
CLASS SIZE REDUCTION
PARENT SURVEY

Thank you for participating in this survey. Its purpose is to gather information on parent views of the class size reduction initiative. For the study we are surveying all parents who have children in the class size reduction program.

The information you provide is extremely valuable and will be used in the revision, continuation and expansion for future implementation of additional class size reduction schools.

The survey should take approximately thirty minutes to complete. We ask that you answer all of the questions to the best of your ability. When you have finished, please send the completed survey to the Office of Research, Evaluation and Assessment in the envelope provided by June 23, 2000.

If you have any questions or concerns, please call Dr. Regina Thomas at (313) 494-2022.

PART I:

Please provide the background information about you and your child.

- (1) In what school is your child enrolled? _____
- (2) In what grade level is your child currently enrolled ?
☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Other _____
- (3) Is your child currently enrolled in a classroom in which class size has been reduced to 17 students or fewer per teacher?
☐ Yes ☐ No ☐ Don't Know
- (4) In what kind of classroom facility is your child enrolled?
☐ Two teachers in same classroom team teaching
☐ Two teachers in same classroom; Each teacher individually teach assigned students
☐ One teacher in a single classroom
- (5) Is your child enrolled in a classroom that includes more than one grade level (a multi-grade combination class)
☐ Yes ☐ No ☐ Don't Know

PART II:

Please answer the following questions:

- (6) Have you seen an increase in your child's reading ability?
☐ Yes ☐ No ☐ Don't Know
- (7) Have you seen an increase in your child's learning of mathematics?
☐ Yes ☐ No ☐ Don't Know

PART III:

Please check the choice after each question that indicates your opinion:

- (8) Your child learning to talk and express himself or herself?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
- (9) Your child's grades (progress) in school?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
- (10) Your child's social interaction with other students?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
- (11) Your child's interest in learning?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
- (12) Your involvement with the school as a parent?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
- (13) The quality of contacts with your child's teacher?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
- (14) How well does your child like school?
☐ Very Much ☐ Likes Somewhat ☐ Dislikes Somewhat ☐ Dislikes Very Much

PART IV:

Short Answer

Directions: Using the space provided after each question, please write your response:

- (15) What do you like best about class size reduction? (Use back of page if more space is needed)

- (16) What do you like least about class size reduction? (Use back of page if more space is needed)

- (17) Comments: (Use back of page if more space is needed)

Thank you for completing our class size reduction survey. Parents, please return the completed survey in the envelope provided by **June 23, 2000** to the

OFFICE OF RESEARCH EVALUATION AND ASSESSMENT
DETROIT PUBLIC SCHOOLS
5035 WOODWARD AVE RM 110
DETROIT MI 48202-9943



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